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On behalf of the administration, faculty, and staff of the Master of Social Work Program at Cleveland State University, we would like to welcome you! Social Work is a noble profession. You are joining a diverse and dedicated group of students and faculty united by their commitment and passion to make a difference. Like all great endeavors, your time in the program will be challenging, but also rewarding. We encourage you to make the most of this experience. We can assure you that your efforts will be worthwhile.

Welcome!
Cathleen Lewandowski, Ph.D., MSW
Director, School of Social Work
Cleveland State University

Cynthia Hovland, Ph.D., MSSW
Coordinator, Master of Social Work Program
Cleveland State University

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MSW PROGRAM MISSION

The mission of the MSW program is to prepare graduate students for specializations in advanced generalist and clinical social work practice that is evidenced-informed, with and on behalf of individuals, families, groups, communities, organizations, and society to promote human and community well-being.

MSW PROGRAM GOALS

- promote clinical and advance generalist practice, that is evidenced-informed, with and on behalf of individuals, families, groups, communities, organizations, and society;
- prepare students for specialized, self-critical, accountable, and autonomous, culturally-responsive practice;
- focus on traditional and emerging ways of knowing and multiple theoretical perspectives, integrating trauma theory, practice knowledge, and multi-dimensional approaches to practice-in-context;
promote a practice-in-context perspective that embodies ethical reflection and integrates policy practice, theories of person-in-environment, and evaluation of practice within specific settings;
address human needs aspirations, issues of social and economic justice, discrimination, and oppression using policy practice, and advocacy in advanced generalist and clinical interventions;
promote research that informs and evaluates practice and prepares graduates to engage in scientific inquiry and life-long learning;
encourage civic engagement with public and private organizations and communities to improve health and human services.

MSW PROGRAM PROFESSIONAL COMPETENCIES
CSWE adopted a competency-based education framework for its educational policy and standards for accreditation (EPAS). As in related health and human service professions, the policy focuses on student learning outcomes. An outcomes-oriented approach refers to identifying and assessing what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, demonstrating competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

The professional competencies which each student must demonstrate include:

Competency 1 - Demonstrate Ethical and Professional Behavior
Competency 2 - Engage Diversity and Difference in Practice
Competency 3 - Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4 - Engage in Practice-informed Research and Research-informed Practice
Competency 5 - Engage in Policy Practice
Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations & Communities

CSWE requires that every student must be assessed for each competency two times in both the generalist and specialization portions of the curriculum. Two computerized programs, Taskstream and Blackboard, will be used to collect competency assessment data. All students are expected to demonstrate competency in each of the above areas. Students must complete all of the assignments designed to measure student competency, and upload their assignments to Taskstream/Blackboard as required in each individual class.

ACCREDITATION
The MSW program is accredited by the Council on Social Work Education (CSWE). This accreditation is important. In Ohio, only students who graduate from a social work program accredited by CSWE are eligible to sit for the social work licensure exam following graduation.

Degree Requirements

Traditional MSW
The Traditional MSW is comprised of 60-credits. Traditional students complete both the generalist and the specialization classes.

Advanced Standing
Advanced standing students complete 30-36 credits. Advanced Standing is designed for students with an outstanding academic record who have successfully completed their BSW degree within the last 5 years. Advanced standing students complete only the specialization portion of the curriculum (30 credits). Additionally, advanced standing students take SWK 501 (3 credits) and SWK 508 (3 credits) or take a test out exam that demonstrates their competency in those two areas. Advanced standing students who test out of SWK 501 and SWK 508 do not need to make up those 6 credits and therefore may earn their degree by just completing the 30 credit specialization classes.

ADMISSION

Admissions process
All students must gain admission to the MSW program via the MSW admission committee. If minimum GPA requirements are met, the GRE is not required. There is no foreign language requirement for admissions. For both the Traditional MSW and the Advanced Standing options, students should visit the graduate admissions page at http://www.csuohio.edu/graduate-admissions/how-apply

Or follow this link to begin an application:
http://www.csuohio.edu/gradcollege/admissions/apply.html

The following materials are required as part of the admissions package
1. Three references are required. Rather than sending an unstructured letter, individuals providing a reference are asked to use the standardized reference form available in Appendix 2. It is preferred that all three reference forms are completed by a student’s professor, field supervisor,
work supervisor, or academic advisor. At a minimum, two of the reference forms must be completed by the student’s professor, field supervisor, work supervisor, or academic advisor. One reference may come from a supervisor of a social work related volunteer activity, including a social work related volunteer activity performed in a religious setting. Reference forms should not be completed by friends or family members.

2. An essay of three to five typed pages (1.5 spacing) explaining:
   a. Why the student wants to be a social worker;
   b. Why a graduate degree is felt to be necessary to fulfill the applicant’s personal or professional objectives;
   c. The applicant’s views regarding diversity in society;
   d. A situation in which the student was the recipient/provider of help, emotionally, socially, or economically; and
   e. A description of the applicant’s previous social work/human service work experience. Note: No credit is given for work or life experience.

3. Official transcripts from all undergraduate and graduate institutions.

4. Advanced Standing Applicants Only: All advanced standing applicants will be required to include their field evaluations from both of their required undergraduate practicums. For those admitted students who are continuing directly from a BSW program to the MSW program, admission will be considered pending until they successfully complete field and their final field evaluation is received.

Felony history
Applicants and current students should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact future potential for obtaining field placements, social work employment, and licensure. All applicants to social work licensure are required by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to report all misdemeanor and felony convictions with the exception of minor traffic violations (DUI/OVI charges are not considered traffic violations and must be reported as criminal convictions) for licensure. For the licensure application, all charges and or convictions require a "yes" answer to the question, "Have you been convicted of a felony or misdemeanor other than a minor traffic violation?" even if the original charge and conviction is an expunged status. Falsification could result in delayed placement and other action, including Student Conduct Code charges up to and including dismissal from the program.

Traditional MSW Criteria for Admission
A baccalaureate degree from a college or university accredited by a recognized regional accrediting association is required for admission. Traditional MSW students are not required to have a bachelor’s degree in any specific major in order to be considered for admissions. However, applicants must have completed a minimum of eight social science classes prior to admissions. Social science classes include but are not limited to psychology, speech communication, women’s studies, political science, gerontology, criminal justice, anthropology, diversity, African American studies, human development, economics, social work, sociology, and
urban studies. The minimum required overall undergraduate GPA for admissions to the Traditional MSW program option is 3.0 on a 4.0 scale. Alternatively, students who have an undergraduate GPA below 3.0 may submit a graduate GPA in consideration of admission. To establish a graduate GPA at least 12 graduate credits must be taken with a minimum of a 3.0 overall graduate GPA.

Advanced Standing MSW Criteria for Admission
Successful candidates for advanced standing admission will have excellent letters of reference and highly favorable field evaluations that attest to their professional competency. In order to assure that Baccalaureate social work graduates entering master’s social work programs do not repeat what has been achieved in their baccalaureate social work programs, qualified students can complete the advanced standing program option. Advanced standing students complete an accelerated, abridged version of the Master of Social Work. The criteria for admission to the master’s program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

In order to be considered for the Advanced Standing Students must have earned a Bachelor of Social Work degree within the last 5 years. They also must have a minimum overall undergraduate grade point average (GPA) of 3.2 on a 4.0 scale and a minimum GPA of 3.5 in their undergraduate social work classes. Students applying for advanced standing must provide a copy of their BSW field evaluations as part of their admissions packet.

To be eligible for advanced standing admission students must have an excellent reputation as a social worker.

Preadmission advising
Students who contact the school of social work prior to admission to solicit additional information about the program will be invited to attend an admission overview session held monthly during the fall and spring of each year, and will be assigned a pre-admission social work advisor. This advisor will be available to guide students through the admission process and answer questions.

Admission deadlines
The deadlines for admissions are as follows. Traditional MSW students wishing to start classes in the summer (this includes all accelerated part time students), and students wishing to be accepted into the advanced standing option should apply before January 15, 2019. Students wishing to start classes in August must apply before February 28, 2019. Students who apply after the stated deadlines may be considered for a later start date.

It is the applicant’s responsibility to make sure that all required application materials have been received. Applicants can contact: http://www.csuohio.edu/graduate-admissions/check-your-application-status if they would like to check if their application is complete. Students may also contact the social work department secretary Ms. Roberts 216-687-4560. Students who apply
before completing their bachelor degree must maintain the standards and GPA required for admission and must submit their final undergraduate transcripts.

**Program start dates**
For the 2019-2020 academic year, newly accepted MSW students who are in the advanced standing program or who select the accelerated part time schedule will begin summer classes on May 18, 2019. Students in the full-time or extended part-time program will begin August 24, 2019. BSW students who graduate in August may petition to begin the MSW program in the fall semester.

**Intent to enroll**
Admitted students must fill out and return an intent to enroll form before the date indicated in their admissions documents.

**Deferring admission**
Degree seeking MSW students admitted to the program may defer their admission for up to one year by submitting an official request for deferral to allin1@csuohio.edu; please include your full name, CSU ID number, and your new start date in the body of the message. To reactivate their admission, students should contact 216-687-5411. After 1 year, students who are admitted but do not enroll, must reapply to the university and pay the application fee again.

**Transferring to CSU’s MSW program**
Students wishing to transfer to CSU’s MSW program from another university or from another degree program at CSU must complete the same admissions process including submitting the same required admission documents, and meet the same admission requirements as other degree candidates. A formal written request for transfer must be made at the time of application for admission. Transfer students must also submit fieldwork evaluations at the time of application for admission.

**Transfer of Credit**
Students who are requesting to transfer graduate credit from another institution to fulfill program requirements at CSU should be aware of the following. The university allows students to transfer up to 9 graduate credits--requests for an extension of the limit on transfer credit must be approved by the department/program graduate committee, and must not exceed one-third of total credits required for a MSW degree. Only credits from another Council of Social Work Education accredited social work graduate program at an accredited college or university will be considered. Acceptance of graduate transfer credit is determined by the APC and the College of Graduate Studies, which assess potential transfer courses and the adequacy of the applicant’s performance in these courses. Transfer credit is subject to departmental regulations and is not permitted without the approval of the Graduate Program Committee concerned (The MSW APC committee). Departments may limit transfer credit to less than the maximum permitted by the College of Graduate Studies. Additionally, the following university requirements apply:
1. All transfer credit must be earned at an accredited graduate college or university and not have been utilized to fulfill a requirement for any other degree.
2. Transfer credit cannot exceed nine graduate hours for master's degree students, and one-third of the total graduate hours required for certificate, licensure, and doctoral degree students. Requests for an extension of the limit on transfer credit must be approved by the department/program graduate committee. Such requests do not require review and approval by the College of Graduate Studies Petitions Committee.
3. All credits requested for transfer must carry a letter grade of A, A-, B+, or B in graduate courses. No S/F graded courses may be transferred. Petitions are not considered for an exemption from this requirement.
4. All transfer credit must be within the six-year statute of limitations on course work applicable to fulfillment of graduate degree, certificate, or licensure requirements at the time of program completion. Requests for an extension of the six-year limit on transfer credit must be approved by the departmental/program graduate committee. Transfer credits taken ten or more years previous to the anticipated point of degree completion also must be reviewed and approved by the College of Graduate Studies Petitions Committee.
5. Students seeking transfer credit must have Regular Graduate Student Status and be in good academic standing at both Cleveland State University and the school at which the credits were earned.
6. Students admitted to Cleveland State must receive prior approval to take courses elsewhere as Transient Students for transfer into their programs.
7. Credit awarded in the transfer is not recorded on a transcript until the student has completed twelve hours of graduate (500- to 800-level) course work at Cleveland State University and has achieved a graduate grade point average of 3.0 or better.

Graduate Credit Transfer forms may be downloaded at [http://www.csuohio.edu/graduate-studies/current-students/graduate-students-downloadable-forms](http://www.csuohio.edu/graduate-studies/current-students/graduate-students-downloadable-forms). They are also available in the College of Graduate Studies and program offices.

**Applying credit from another CSU graduate program**

Some students may wish to apply graduate credits earned in another CSU master program. Students may petition the APC to apply up to 9 credits that were not earned in a MSW program towards their MSW degree. The petition must include a copy of the syllabus. Only courses that were passed with a B or better and were completed in the previous 5 years will be considered. Only courses that were not used to fulfill another degree will be considered. The APC will closely analyze the syllabus to determine if the class is equitable to a MSW class.

**Credit for life experience**

Students may not earn social work course credit for life experience or previous work experience.

**New student orientation**
New student orientation is a **mandatory** pre-requisite for full admission to the MSW program. All admitted students must fully attend and participate in the MSW orientation. MSW orientations are offered in the spring (May) and summer (August) of every academic year. Students who fail to attend orientation will need to wait until they complete orientation before they begin taking classes in the MSW program.

**Test out exams**  
**Advanced standing** students are permitted to attempt to test out of SWK 501 Ethical Decision Making in Social Work Practice and SWK 508 Disparities, Diversity and Inclusion. One test out exam opportunity is held annually during the Spring 2019 semester. The Optional test out exam advanced standing students:  
- 9am-11am Diversity  
- 1:30pm-3:30pm Ethics  
Advanced standing applicants who have not completed their application, received an admission letter, and returned their letter of intent prior to March 1, 2019 forfeit their opportunity to take this test out exam. This exam is provided free of charge as a courtesy; therefore, students do not have an opportunity to review their exam once it is submitted. An exam study guide is not provided. Advanced standing students who pass either one of these exams do not need to make up the credit.

**Traditional**  
Traditional MSW students are permitted an opportunity to test out of the following courses:  
- SWK 502 History and Philosophy of Social Work and Social Welfare  
- SWK 509 Fundamentals of Research  
- SWK 510 Social Welfare Policy  
Students who wish to test out of one or more of the above courses must notify the MSW Program Coordinator at least three weeks prior to the start of the semester in which the course is typically taught. Each test out exam may be taken only once. **Students do not have an opportunity to review their exam once it is submitted. An exam study guide is not provided.** Students who test out of a class or classes are still required to complete a total of 60 graduate credit hours.

**ADVISEMENT AND RETENTION**

**ADVISEMENT**  
MSW students are assigned a full-time faculty member who serves as their MSW advisor. Advisors provide academic and professional advising. Upon first contact with the MSW program prospective students are assigned a pre-admission advisor to walk them through the admission process and answer their questions. Upon acceptance to the MSW program, that same faculty member continues to serve as the student’s advisor.

**Student Academic Responsibility**
Each graduate student is personally responsible for completing all University, College, and department degree requirements. It is the student's responsibility to be informed of these requirements. A student's advisor may not assume this responsibility, nor may the advisor substitute, waive, or exempt the student from any established requirement or academic regulation.

**CURRICULUM**
For traditional MSW students, the curriculum begins with generalist classes and then students complete a specialization.

**Generalist**
The generalist curriculum is comprised of the first 10 classes that traditional MSW students take. All generalist classes must be successfully completed before a student can enroll in specialization classes. Specialization classes taken prior to completing generalist classes may not be counted toward the MSW degree.

**The Required Generalist classes are:**
- SWK 501 - Ethical Decision Making for Social Work Practice
- SWK 502 - History and Philosophy of Social Work and Social Welfare
- SWK 503 - Human Behavior and the Social Environment
- SWK 504 - Generalist Practicum I
- SWK 505 - Generalist Practice with Individuals and Families
- SWK 506 - Generalist Practicum II
- SWK 507 - Generalist Practice with Groups, Communities, and Organizations
- SWK 508 - Disparities, Diversity, and Inclusion
- SWK 509 - Fundamentals of Research
- SWK 510 - Social Welfare Policy

**SPECIALIZATION**
Each student must select either the clinical or advanced generalist specialization and complete the courses listed as part of that specialization.

**Advanced Generalist**
The advanced generalist specialization prepares students to assess and intervene with individuals, families, groups, organizations, and communities. Students develop competencies for practice in settings that prepare them to take the Advanced Generalist examination for Ohio’s Licensed Independent Social Worker license. Social workers with an advanced generalist, multi-dimensional skill set work in hospitals and nursing homes, rehabilitation, child welfare, aging, developmental disability, settlement houses, social service agencies, and in advocacy, community education, community organizing, and other settings serving clients and communities.

Certain advanced generalist specialization classes are offered exclusively in the evening only with some classes being offered online.

**The Required Advanced Generalist classes are:**
- SWK 620 - Advanced Generalist Group Work Practice
- SWK 621 - Advanced Generalist Practicum I
SWK 624 - The Social Worker as Leader and Manager
SWK 625 - Advanced Generalist Practice with Individuals and Families
SWK 628 - Advanced Generalist Practicum II
SWK 626 - Advanced Generalist Practice with Communities
Practice in Context (3 credits from a list of department approved courses)
Elective (3 credits from a list of department approved courses)

Clinical
Students in the clinical specialization develop skills to be competent in the practice of psychotherapy, that is, to provide behavioral and mental health assessment and treatment for individuals, couples, families, and groups. The clinical specialization integrates a trauma informed curriculum. Students trained with a clinical trauma-informed specialization can be prepared to work with a range of clients in mental health clinics, hospitals, child welfare, social serve agencies, substance abuse settings, domestic violence and rape crisis centers. Graduates will also be prepared to address neighborhood violence, gun violence, and gang-related violence providing individual and group therapy, crisis intervention, and programs for victims. The clinical specialization curriculum works to prepare students for the LISW exam and for private practice. This is the most common path to licensure post-graduation in Ohio.

Students must complete the clinical specialization in order to earn the chemical dependency counseling certificate.

The Required Clinical classes are:
SWK 610 - Psychopathology
SWK 612 - Clinical Practicum I
SWK 613 - Core Competencies for Clinical Social Work Practice
SWK 614 - Trauma and Recovery or SWK 619 - Core Concepts in Trauma Informed Child Welfare Practice
SWK 615 - Clinical Social Work Practice with Groups
SWK 616 - Interventions for Clinical Social Work Practice
SWK 617 - Evaluation of Clinical Practice
SWK 618 - Clinical Practicum II
Practice in Context (3 credits from a list of department approved courses)
Elective (3 credits from a list of department approved courses)

Approved Practice in Context Courses (PIC)
SWK 680 Aging
SWK 685 Children and Family Services
SWK 697 Child Welfare I
SWK 698 Child Welfare II
SWK 648 Grief, Death, Loss and Life
SWK 695 Healthcare: Planning/Policy Issues
SWK 684 Mental Health Practice and Policy
SWK 693 Military Social Work
SWK 693 Sexuality Concepts in Social Work
Approved electives

A copy of School of Social Work-approved electives will be available to students annually. **Any Practice-in-Context (PIC) course can be taken as an elective.**

Department approved electives include (courses are 3 credits unless otherwise noted):

- SWK 680 Aging (PIC)
- SWK 685 Children and Family Services (PIC)
- SWK 697 Child Welfare I (PIC)
- SWK 698 Child Welfare II (PIC)
- SWK 648 Grief, Death, Loss and Life (PIC)
- SWK 695 Healthcare: Planning/Policy Issues (PIC)
- SWK 693 section 52 Health Inequities
- SWK 684 Mental Health Practice and Policy (PIC)
- SWK 693 Military Social Work (PIC)
- SWK 693 Sexuality Concepts in Social Work (PIC)
- SWK 693 Social Work and the Law
- SWK 694 Theories and Procedures in Addiction Studies (PIC)
- SWK 690 Trauma, Schools, and Juvenile Delinquency (PIC)
- SWK 693 Clinical Supervision
- CNS 501 - Chemical Dependency: Assessment, Treatment, Prevention (4 credits)
- CNS 502 - Pharmacology of Addiction (1 credit)
- CNS 503 - Legal & Ethical Issues in Treating Drug Dependence (1 credit)

Clinical courses may be taken by an Advanced Generalist student as an elective.
Advanced Generalist courses may be taken by the clinical students as an elective.
Any practice in context (PIC) course can be taken as an elective.

**Request to take an unapproved elective**

Students who wish to take an elective course that is not on this list must submit a letter which details why they believe the selected elective should be accepted as a MSW elective to the MSW Coordinator. The MSW Coordinator, in consultation with the APC, will determine if the proposed class is acceptable to fulfill the MSW elective requirement.

**Request to take classes without the listed pre-requisite and co-requisite**

Students are expected to take co-requisite and pre-requisite classes as outlined in the standard schedule. Most importantly, for traditional MSW students, all generalist classes must be completed prior to taking specialization classes, and a practice class must be taken concurrent with field practicum. Students wishing to take classes without the listed co-requisite or pre-requisite must submit a letter of petition to the MSW program coordinator outlining, explain why you believe you should be granted an exemption to
the pre-requisite or co-requisite. Please discuss any previous training you have received that you believe would allow you to be successful in a particular course despite not having the pre-requisite. The MSW coordinator, in consultation with the APC, will determine if the petition is accepted.

**List of courses**
Following are the list of courses for the MSW program.

**Traditional**
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Offered</th>
<th>Semester will take</th>
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<tbody>
<tr>
<td>SWK 501*</td>
<td>Ethical Decision Making for Social Work Practice</td>
<td>Summer/fall</td>
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<tr>
<td>SWK 502</td>
<td>History and Philosophy of Social Work and Social Welfare</td>
<td>Summer/fall</td>
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<td>SWK 503</td>
<td>Human Behavior in the Social Environment</td>
<td>Fall only</td>
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<td>SWK 504</td>
<td>Generalist Practicum I</td>
<td>Fall only</td>
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<td>SWK 505</td>
<td>Generalist Practice with Individuals and Families</td>
<td>Fall only</td>
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<td>SWK 506</td>
<td>Generalist Practicum II</td>
<td>Spring only</td>
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<td>SWK 507</td>
<td>Generalist Practice with Groups, Communities, and Organizations</td>
<td>Spring only</td>
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<td>SWK 508*</td>
<td>Disparities, Diversity, and Inclusion</td>
<td>Spring/summer</td>
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<td>SWK 509</td>
<td>Fundamentals of Research</td>
<td>Spring/Summer</td>
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<td>SWK 510</td>
<td>Social Welfare Policy</td>
<td>Spring/summer</td>
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<td><strong>Generalist</strong></td>
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<td>SWK 610</td>
<td>Psychopathology</td>
<td>Fall only</td>
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<td>SWK 612</td>
<td>Clinical Practicum I</td>
<td>Fall only</td>
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<td>SWK 613</td>
<td>Core Competencies for Social Work Clinical Practice</td>
<td>Fall only</td>
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<tr>
<td>SWK 614/619</td>
<td>Trauma and Recovery/ Core Competencies for Trauma Informed Child Welfare Practice</td>
<td>Fall only</td>
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<td>SWK 615</td>
<td>Clinical Social Work Practice with Groups</td>
<td>Fall only</td>
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<td>SWK 616</td>
<td>Interventions for Clinical Social Work Practice</td>
<td>Spring only</td>
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<td>SWK 617</td>
<td>Evaluation of Clinical Practice</td>
<td>Spring only</td>
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<td>SWK 618</td>
<td>Clinical Practicum II</td>
<td>Spring only</td>
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<td>PIC</td>
<td><em>(if CD must be SWK 694)</em></td>
<td>Fall/spring/Summer</td>
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<td>Elective</td>
<td><em>(if CD must be CNS 501)</em></td>
<td>Fall/spring/Summer</td>
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<td><strong>Advanced Generalist</strong></td>
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<td>SWK 620</td>
<td>Advanced Generalist Group Work Practice</td>
<td>Fall evening only</td>
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<tr>
<td>SWK 621</td>
<td>Advanced Generalist Practicum I</td>
<td>Fall only</td>
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<td>SWK 692/615</td>
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Advanced standing
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<td>SWK 508</td>
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<td>Trauma and Recovery/ Core Competencies for Trauma Informed Child Welfare Practice</td>
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**Advanced Generalist**

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<td>SWK 615 or SWK 692</td>
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**Chemical Dependency Certificate (must be taken with Clinical Specialization)**

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**Courses descriptions**
Descriptions of MSW courses can be found in the graduate catalog available here: http://catalog.csuohio.edu/preview_program.php?catoid=24&poid=5352

**CURRICULAR ENHANCEMENT OPPORTUNITIES**
Students can enhance their degree with the following.

**Child Welfare Urban Partnership Program (UPP)**
This a program for students interested in working as a child welfare professional. Students take two specialized child welfare courses, Child Welfare I-SWK 697 (Fall) and Child Welfare II-SWK 698 (Spring), and complete a two-semester practicum at a local child welfare agency. Currently these courses are offered on Monday from 6:00-8:50 P.M. UPP participants receive individualized attention and mentoring, in depth exposure to child welfare, fast track to full-time child welfare employment, and a Financial Employment Incentive of $5,000 if employed within 6 months of graduation at an Ohio Public Child Welfare Agency (any of Ohio’s 88 Counties), and remain employed for at least 1 year. Interested students should contact UPP program coordinator, Dr. Linda Crowell to learn more and seek admission to this program l.f.crowell@csuohio.edu 216-687-4738. Combined, a total of 11 UPP students can be admitted annually, but other degree seeking MSW students can elect to take SWK 697 or SWK 698 as an elective or practice in context course.

**Chemical Dependency Counseling Assistant (CDCA)**
A Chemical dependency counseling assistant (CDCA) endorsement can be used by students to pursue employment as a recovery coach. Students who successfully complete SWK 694 are eligible to apply for a CDCA-I through the Ohio Chemical Dependency Professionals Board (OCDPB). SWK 694 counts towards the Practice in Context requirement. Students who hold their CDCA I for 10 months and who successfully complete CNS 501 can apply for a CDCA II through the OCDPB. CNS 501 can be used to fulfill a student’s elective requirement.

**Chemical Dependency Counseling Certificate**
Students who graduate with their MSW and a clinical specialization have the option of completing the requirements for the Chemical Dependency Counseling Certificate Program. This 12-credit program is accredited by the Ohio Chemical Dependency Professionals Board (OCDPB) as meeting 180 hours of chemical dependency specific content in nine different content areas required for licensure as a chemical dependency professional. Any post baccalaureate student may take the CD classes, but to earn the CD certificate students must also complete their MSW with the Clinical specialization and focus their practicum on substance abuse counseling. The courses for the certificate include SWK 694, SWK 615, CNS 501, CNS 502, and CNS 503. Interested students should contact the Chemical Dependency Counseling Certificate Program coordinator, Dr. Patricia Stoddard-Dare p.stoddarddare@csuohio.edu 216-687-4568.

Following successful completion of these classes and the MSW degree, students must submit a certificate completion form available here: http://www.csuohio.edu/sites/csuhio.edu.graduate-studies/files/graduatecertificatecompletion.pdf

Please see the OCDPB website for further information about chemical dependency licensure in Ohio or to apply for a professional chemical dependency counseling license: http://ocdp.ohio.gov
Gerontological Studies Graduate Certificate

Students interested in working with older adults may choose to complete a gerontology graduate certificate to accompany their degree. Students wishing to earn this certificate in Gerontological Studies must complete: 1) the overview course (SWK 680), 2) a minimum of two specified courses (SWK 693/648, HCA 650, PED 572, SOC 516, HSC 526, COM 549, SOC 661), and 3) a 4-5 credit internship that includes working with older adults. The SWK 680 course counts toward the MSW practice in context requirement, one of the two “specified courses” counts towards the MSW elective requirement, and a student’s required MSW field practicum can count towards gerontology certificate internship requirement. For more information please contact gerontology program director, Dr. Milidonis m.milidonis@csuohio.edu, or visit: http://catalog.csuohio.edu/preview_program.php?catoid=19&poid=4034&hl=%22gerontology%22&returnto=search

Graduate Certificate Information

A student has a period of six years from date of entry into the College of Graduate Studies to complete requirements for a graduate certificate. Only course work, including transfer credit and credit by examination, completed within the immediate past six-year period will apply toward program completion. No course work, other than a capstone or exit project course, taken on an S/F, S/U, or audit basis may be used to satisfy graduate certificate requirements. A minimum grade-point average of 2.75 is required to be awarded a graduate certificate. Individual graduate certificate programs, however, may set the minimum GPA requirement at a higher level for the completion of their particular graduate certificate programs.

ENROLLMENT OPTIONS

Students may opt to enroll as full-time, accelerated part-time, or extended part-time.

Full Time

Traditional full-time students complete four classes plus a practicum in the fall and spring for two years total.

Advanced standing full-time students (who do not test out of SWK 501 and SWK 508) begin the program by taking two classes in the summer, then take four classes plus a practicum in the fall and spring. They are able to complete the entire program in 12 months. Full-time advanced standing students who test out of SWK 501 and SWK 508 can complete the program in 10 months.

Accelerated Part-time

Traditional accelerated part time students complete two classes each summer and two courses plus a practicum during the fall and spring semesters for year one and year two. In the fall semester of the third year, they complete two classes.

Advanced standing part time students who do not test out of SWK 501 and SWK 509, complete two classes in the summer of year 1, two classes plus a practicum in the fall and spring of year one, two classes in the summer of year 2, and 2 classes in the fall of year 2.
During the fall and spring, classes for accelerated part time students are generally scheduled one day a week, either during the day between 8:30 and 3:50pm, or during a weekday evening from 4:00pm – 9:50pm. A duplicate section of many early evening (4-6:50pm) classes are also offered on Saturdays during the morning/afternoon or online to accommodate the schedules of working adults. Students must adhere to the schedule as outlined to ensure progress toward graduation.

**Extended Part-time**

Extended part-time traditional students complete classes in the fall and spring semesters only over a period of four years. During years one and three, students take two classes each semester. During years two and four, students take two classes plus a practicum in the fall and spring semesters.

Extended part-time advanced standing students complete their degree over two years. During their first year they take three classes in the fall and the spring. During their second year they take two classes plus a practicum in the fall and the spring semesters.

**Plans of study**

Below please see a condensed advising plan for students in various enrollment categories. Please see APPENDIX 3 below for full course plan schedule.

**Traditional**

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*before means can be taken prior summer
*after means can be taken subsequent summer

**Advanced Standing for students who begin the MSW program in May**

**FULL TIME CLINICAL**

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### FULL TIME CLINICAL

Advanced Standing for students who begin the MSW program in August

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CLASS MEETING TIMES
Generalist courses generally meet on Mondays and Wednesdays (or online) and Specialization courses generally meet on Tuesdays and Thursdays. Daytime classes generally meet from 8:30am-3:50pm and evening classes generally meet from 4:00pm-9:50pm. Some evening classes that begin at 4pm have a duplicate section offered online or on Saturdays. For full-time students, classes generally meet two days per week. For accelerated part-time students, classes meet generally meet one day per week--on Mondays during the fall/spring of the first year, Tuesdays fall/spring of the second year, and Thursdays fall/spring of the third year. Summer classes follow a unique, compressed schedule. Summer classes are generally offered either online or in the evening after 6pm.

PRACTICUM
All MSW students must successfully complete field practicum. Generalist practicum students complete 400 hours over 2 semesters, and specialization students complete 500 hours over 2 semesters. Please see the field manual for detailed field practicum information. Please see the field practicum manual for additional information.

ACADEMIC CALENDAR
The academic calendar is available here: http://www.csuohio.edu/enrollmentservices/registrar/calendar/

Important dates
MSW admission overview sessions:
   Tuesday January 29, 2019 noon-1pm, RT 1428
   Tuesday February 26, 2019 noon-1pm, RT 1428
   Tuesday March 19, 2019 noon-1pm, RT 1428
   Tuesday April 30, 2019 noon-1pm, RT 1428
   Tuesday August 27, 2019 noon-1pm, RT 1428
   Tuesday September 24, 2019 noon-1pm, RT 1428
   Thursday October 17, 2019 noon-1pm, RT 1428
   Tuesday November 26, 2019 noon-1pm, RT 1428
   Tuesday December 10, 2019 noon-1pm, RT 1428

Last day to submit application for May 2019 start date: January 15, 2019
Last day to submit application for August 2019 start date: February 28, 2019
Last date to turn in intent to enroll for May 2019 start date: March 1, 2019
Last date to turn in intent to enroll for August 2019 start date: April 5, 2019
MSW and BSW award nominations disseminated: March 4, 2019
MSW award and BSW award nominations due: Tuesday April 2, 2019
MSW graduation celebration: Friday May 3, 2019
CSU Commencement: Saturday May 11, 2019 and Sunday December 15, 2019
Optional test out exam advanced standing students: Tuesday March 19, 2019
- 9am-11am Diversity
- 1:30pm-3:30pm Ethics

MSW new student orientation: Saturday May 18, 2019 9am-1pm

STUDENTS RIGHTS AND RESPONSIBILITIES

STANDARDS FOR CONTINUANCE
Following are graduate standards for continuance.

Grading
The following grades for graduate courses have quality point value and figure in the computation of the grade point average.
A = 4.0 quality points. Superior graduate attainment.
A- = 3.7 quality points
B+ = 3.3 quality points
B = 3.0 quality points. Acceptable graduate attainment.
B- = 2.7 quality points. Attainment below graduate standards.
C = 2.0 quality points. Attainment below graduate standards.
F = 0.0 quality points. Failure.

The following grades for graduate courses do not figure in the computation of the grade point average:

U - Unsatisfactory performance. U grades are not considered in the University’s academic warning and dismissal regulations for graduate students.

S – Satisfactory. Equivalent to a B or better. May be used only for courses authorized by the Dean of the College of Graduate Studies. Credit is granted for all courses with an S grade, although the grade is not included in the calculation of the grade-point average.

I - Incomplete. The “I” grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" grade can be assigned by the instructor when all three of the following conditions are met: 1. Student is regularly attending/participating in the class and has the potential to pass the course; 2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; 3. The student has notified the instructor prior to the end of the grading period.

Incomplete policy regarding coursework
In order to aid in the prompt analysis of EPAS data and to support the development of students’ professional work habits, an “I” will only be used under extraordinary circumstances such as illness or accident. At least 75% of the course assignments must be completed for a professor to consider granting an incomplete. Since a majority of classes in the MSW program are required prerequisites for other classes, all incomplete work must be completed one week before the “last day to drop with a full refund” of the following semester. For example, if a student takes an incomplete in summer 2019, that student has until one week before September 1, 2019 to
complete their incomplete. This allows the professor adequate time to grade the submitted work, and also provides time for the student to receive advising and to drop a class if necessary.

An incomplete will only be granted if an “incomplete agreement” has been signed by the student outlining the outstanding assignments and also indicating the date by which the assignments will be completed which must be no later than one week before the “last day to drop with a full refund” of the following semester. If a grade change is not submitted by the end of the time limit, the Incomplete becomes an F.

An incomplete agreement can be found in Appendix 4.

**Reporting of Incomplete grades to MSW coordinator:**
All professors who submit a grade of incomplete must report the name of the student, the course number, and the due date for the outstanding course material to the MSW coordinator. The MSW coordinator will inform the student’s advisor. This is necessary because students with incompletes are not included in end of term continuance reviews by the university. As a result, they may be automatically dismissed, but may not be notified of this dismissal until the end of the following semester. Also, these students often require additional, last minute advising and are in need of additional support.

**Academic standards for continuance**
Traditional and Advanced Standing students are required to maintain an average grade of “B” or better in all classroom courses and satisfactory grades in all field courses. Achievement of at least a 3.0 cumulative grade-point average for all courses taken as a graduate student is required for graduation. All grade-point averages are carried to two decimal places (unrounded). The University Graduate Council has determined that the minimum 3.0 grade-point average required for graduation cannot be waived via petition. A maximum of eight credit hours of work at the C-level for 400-level and above courses may apply toward graduate degree requirements.

**Academic Dismissal**

**Optional Dismissal**
A student is subject to optional dismissal if any one of the following conditions are met:
- One grade of F
- Two grades of B-or less

Students who meet either of the above conditions will be referred to the APC for a continuance review. The MSW program coordinator and/or graduate committee decides to dismiss or retain the student. Referred students will receive a letter from the program director, a copy of the letter will be sent to Graduate Studies PH 301. If it is determined that the student may continue in the graduate program, the Graduate Program Committee will notify the Dean of the College of Graduate Studies and the student, in writing, regarding the grounds under which continuation is possible. Students placed on academic warning should receive a notice from the program director describing why the student is on warning, and what the student has to do to return to good academic standing.

**Mandatory Dismissal**
- Two grades of F, regardless of grade point average
• 9 hours of less than B grades AND a grade point average less than 3.00
Graduate Studies directs the Registrar to dismiss students who meet either of the above conditions, and withdraw him/her from classes. A copy of the dismissal letter is sent to the MSW program coordinator.

**Academic honesty and plagiarism**
Plagiarism and other infractions of academic honesty are an infraction of both the MSW Student Handbook, the CSU code of conduct, and professional ethics. As such the disposition will follow both CSU’s guidelines on academic misconduct and also the social work programs guidelines.

**University guidelines regarding academic misconduct**
Academic honesty is essential to maintain the integrity of the University as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University Academic Community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, therefore, unacceptable, and students must be prepared to accept the appropriate sanctions for any dishonest academic behavior as outlined in this policy on academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors that affect the evaluation of a student’s academic performance or record of academic progress. It includes: cheating, plagiarism, and tampering. Please see the following link and APPENDIX 5 to view CSU’s full guidelines and procedures for academic misconduct.

**NASW CODE OF ETHICS**
Students in the Master of Social Work Program are responsible for conducting themselves according to guidelines set forth in the National Association of Social Worker’s (NASW) Code of Ethics. All MSW students must be knowledgeable of this code and behave in a manner consistent with its principles. A copy of the NASW Code of Ethics is in the Appendix 1 of this handbook and is also available here:

**CSU SCHOOL OF SOCIAL WORK STANDARDS FOR PROFESSIONAL BEHAVIOR**
CSU has adopted the following standards for professional behavior. Students are expected to adhere to these standards.

**Performance**
• Meet attendance expectations of classes, field placement, and other meetings with regularity and reliability
• Notify professors, field instructors, and colleagues prior to any absences or late arrivals
• Arrive for class, field placement, and other meetings prepared to participate
• Meet course expectations including

**Conduct**
• Demonstrate integrity and honesty in all matters
• Demonstrate willingness to work collaboratively with others
• Show respect for others' opinions
• Remain open to positive and constructive feedback from peers, faculty, staff, and field instructors
• Demonstrate a willingness to understand and engage difference and diversity
• Maintain attire and appearance in accord with the expectations and standards for the setting

**Communication skills**
• Demonstrate effective and respectful verbal and non-verbal communication, such as eye contact and personal space
• Demonstrate the ability to discuss and process information
• Clearly articulate ideas, thoughts, and concepts

**Self-awareness and self-control**
• Communicate effectively and respectfully
• Demonstrate an awareness of personal strengths and challenges
• Demonstrate an understanding of the appropriate use of self-disclosure
• Demonstrate emotional regulation
• Demonstrate unimpaired judgment and decision-making

**Use of technology**
• Demonstrate basic competency in word processing, use of email, and use of Internet
• Use public and private technology, including but not limited to social networking, texting or emailing, voicemail, and data storage, in a professional and respectful manner
• Abide by specific classroom and field policies regarding use of all technologies
• Follow the ethical and legal standards for privacy and confidentiality in accordance with state, federal, agency, and institutional standards

**Class Attendance**
Students are expected to attend class. When attendance is part of a student’s grade in a class, the student must be present for the entire duration of the class period.

**APA format**
Unless otherwise noted, course work in the MSW program should be submitted using APA format. A good online guide can be found here: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Late assignment policy**
Unless otherwise specified, assignments are due at the beginning of class on the date specified. Late assignments will be docked 10% of that assignment per day for each day they are late. Exceptions will be made for extenuating circumstances such as accidents and hospitalizations when documentation is provided. Documentation must be provided within 24 hours of the missed assignment.

**ACADEMIC AND PROFESSIONAL PERFORMANCE COMMITTEE (APC) POLICY AND PROCESS**
The Academic and Professional Performance Committee (APC) is a standing committee housed in the School of Social Work composed of three full-time School of Social Work faculty members. This committee serves as the Graduate Program Committee. Ex officio members of this committee include the MSW Program Coordinator and MSW Field Coordinator.

The APC will:
• Assess academic and professional behavior of students in accordance with the NASW Code of Ethics, the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) Competency 1, Standards for Professional Behavior indicated in the MSW, BSW, and field handbooks, the Student Code of Conduct, and the College of Graduate Studies policies.

• Review petitions, including those for readmission, waivers, transfer credit, incomplete extensions, and transient status.

• Evaluate students for continuance or termination from the social work program.

All APC activities will be performed in accordance with College of Graduate Studies and University policies, and will, depending on the case, make recommendations to the Director of the School of Social Work, College of Graduate Studies, or other University office, as appropriate, regarding disposition or termination.

**General Procedure**

1. A referral is made to the APC outlining a concerned breach of professional, behavioral, and/or academic standard(s). Referrals can be made directly to the Chair of the APC or to the Program Coordinator. Referrals can be made by advisors, professors, instructors, lecturers, field coordinators, program staff, College of Graduate Studies, or BSW/MSW Program Coordinators. **Automatic referrals are made in the cases of an unsatisfactory grade (U) in field for any reason, disrupted field placement, dismissal from field, and plagiarism.**

2. Once a referral is made, either the Chair of the APC or the appropriate Program Coordinator notifies the student and committee members of the need for a review.

3. During the contracted semester, an attempt will be made for the APC to host a review within 10 working days, not including winter or summer break.

4. When indicated, the referred student will be invited to either submit a written summary which represents his or her perspective, or attend a regularly scheduled APC meeting. In situations where safety may be a concern, the student will not be permitted to attend the meeting. Referred students who attend the meeting will be permitted to invite a CSU advisor or social work faculty member.

5. The APC will then reconvene to discuss and evaluate the alleged infraction. The committee will consider the nature of the infraction, the extent to which the infraction violated policy, the reason for the infraction, previous and concurrent infractions (including number and duration), extenuating circumstances, evidence gathered to support the veracity and severity of the alleged infraction as well as the potential impact on others including students, professors, field placement agencies, clients, and the integrity of the program.
6. Dispositions may include but are not limited to:
   a. Provide support and/or education: Level 0
   b. Formal written warning: Level 1
   c. Conditional probationary continuance: Level 2
   d. Temporary dismissal from the program: Level 3
   e. Permanent dismissal from the program: Level 4

   Additional dispositions across all levels may include: Repeating a course, seeking additional advisement, additional professional development, submission of all written work to a plagiarism detection program for a period of time, and other dispositions as recommended by the APC.

7. On behalf of the APC, the Chair of the APC will make a recommendation regarding the disposition of the student and will inform the Director of the School of Social Work of its decision, outlining the concern citing the specific infraction of the NASW Code of Ethics, the Social Work Education Educational Policy and Accreditation Standards (EPAS) Competency 1, Professional Performance Standards indicated in the MSW, BSW or Field Handbooks, or violation of the CSU Code of Conduct when indicated. Depending on the circumstances and Graduate School regulations, the College of Graduate Studies or CSU’s Office of Judicial Affairs may take the lead role in determining the process and disposition regarding the alleged infraction.

8. If the case does not need to be decided at the College or University levels, and the APC has recommended dismissal, the Director of the School of Social Work, in consultation with the MSW Program Coordinator, will make a final decision regarding the disposition. In such a case, either the chair of the APC or the appropriate Program Coordinator will compose and send a letter to the referred student and copy the Director of the School of Social Work.

**Petitions.**
Students may submit petitions to the APC. The APC must receive all paperwork required for the petition prior to making a determination. Petitions received during the last six weeks of the spring semester and the summer will be heard the week prior to the start of Fall semester.

Students seeking exemption from program requirements and/or regulations must petition their Graduate Program Committee, which acts on such requests and informs the student, the University Registrar, and the Dean of the College of Graduate Studies of its decision. Petitions concerning University and College of Graduate Studies requirements and regulations should be initiated through the graduate program advisor and graduate committee for recommendation. They are then forwarded to the Petitions Committee of the College of Graduate Studies for action. Once the College of Graduate Studies committee makes a decision, the student, the program advisor, and the program director are notified, and a notation is placed on the student's academic record.

Before filing a petition with the College of Graduate Studies, the student should thoroughly review all applicable regulations, so that the presentation is complete and accurate.
**Petition Guidelines**

Students petitioning for early readmission, an incomplete extension, a complete withdrawal, and selective withdrawal must complete the College of Graduate Studies petition in its entirety. The petition is available here: [http://www.csuohio.edu/sites/csouhio.edu.graduate-studies/files/petitionform.pdf](http://www.csuohio.edu/sites/csouhio.edu.graduate-studies/files/petitionform.pdf)

The following guidelines must be followed so that petitions can be presented in a way most likely to correctly inform the College of Graduate Studies Petitions Committee. This body conducts the final review of graduate petitions.

When referring to a course, include the course number, title, semester taken, and the instructor's name. Any petition requesting an exemption from a course requirement, a late withdrawal, or an extension of an incomplete grade must include an instructor's dated statement. The instructor's statement **MUST** include: information on the student's attendance and performance in the course; whether or not the student's request is supported by the instructor; and the instructor's rationale for supporting, or not supporting, the petition. All requests for action on the grounds of medical, personal, legal, or work-related difficulties, either previous or ongoing, **MUST** include written documentation of the situation and a dated and signed statement on official letterhead from the appropriate person (attorney, doctor, dentist, employer, etc.). The documentation provided **MUST** address directly how the difficulties noted had an adverse effect on the student's academic performance. Without this information/documentation, petitions will be returned to the student without Petitions Committee action.

Please note that the University Graduate Council has determined that poor academic performance on a midterm examination or in other course requirements does not constitute sufficient grounds for granting a student a late withdrawal from a course.

If questions arise in preparing a petition, contact the College of Graduate Studies at (216) 687-9370.

**Process**

1. Students submit petitions to the chairperson of the APC or the MSW Coordinator
2. The APC must receive all paperwork required for the petition prior to making a recommendation.
3. Petitions received during the last six weeks of the spring semester and the summer will be heard the week prior to the start of Fall semester.
4. The APC will meet to review the petition and will make a recommendation with rationale. Additionally, the program coordinator and/or advisor will make a written recommendation with rationale and submit the petition to the College of Graduate Studies.

**Late add.** Petition to add a class after the last day to add deadline, will not be accepted unless all of the following conditions have been met: 1. The course instructor agrees to accept the late added student. 2. The student has been attending and participating in class since the beginning of the semester.

According to College of Graduate Studies rules, after posted deadlines, requests to late register/add will only be considered through a petition to the College of Graduate Studies. *The Graduate College Petitions Committee will only consider requests where the student can show that demonstrable administrative error on the part of the University was responsible for her/his failure to register before posted deadlines.* Late Registration Forms are available at the
Late Withdrawal.
Students wishing to petition for a late withdrawal must complete the college of graduate studies petition in its entirety. The completed petition must include the content below and should be submitted to the MSW coordinator.

a. The completed petition which can be found here

b. A signed statement from the professor who taught each of the classes for which the student is requesting a late withdrawal. This statement will include an assessment of the student’s attendance, current grade, academic performance, and their recommendation with rationale for support or nonsupport. This statement can be written on the petition form or as an attachment.

c. A typed page describing clearly the type of request and a rationale why the request is being made.

d. A dated and signed statement from the appropriate professional (attorney, doctor, dentist, employer, etc.) on official letterhead paper if your request is due to extenuating circumstances. Students may not indicate “available upon request.”

A failing grade is not grounds for a granting a late withdrawal.

The APC will make a written recommendation with rationale. Additionally, the program coordinator will make a written recommendation with rationale and submit the petition to the College of Graduate Studies whose decision is final.

Extension of an incomplete.
Students wishing to petition for an extension of an incomplete must complete the college of graduate studies petition in its entirety. The completed petition must include the content below and should be submitted to the MSW coordinator as appropriate.

a. The completed petition which can be found here

b. A signed statement from the professor who taught each of the classes for which the student is requesting an incomplete extension. This statement will include an assessment of the student’s attendance, current grade, academic performance, and their recommendation with rationale for support or nonsupport. This statement can be written on the petition form or as an attachment.

c. A typed page describing clearly the type of request and a rationale why the request is being made.
d. A dated and signed statement from the appropriate professional (attorney, doctor, dentist, employer, etc.) on official letterhead paper if your request is due to extenuating circumstances. Students may not indicate “available upon request.”

The APC will make a recommendation with rationale to be included on the submitted petition. Additionally, the program coordinator will make a written recommendation with rationale and submit the petition to the College of Graduate Studies whose decision is final.

Petition for readmission

Early readmission. Students requesting readmission within 12 months of their dismissal may apply for an early degree seeking readmission.

1. Students making this request should complete the required petition [http://www.csuohio.edu/sites/csuhio.edu.graduate-studies/files/petitionform.pdf](http://www.csuohio.edu/sites/csuhio.edu.graduate-studies/files/petitionform.pdf) including a statement outlining their rationale for early readmission. Early re-admission petitions must provide an explanation of the factors responsible for the student's poor academic performance and present a convincing case for why they are now prepared to succeed in their studies. If the request is due to extenuating circumstances, a dated and signed statement from the appropriate professional (attorney, doctor, dentist, employer, etc.) on official letterhead paper must accompany the petition. Do not indicate “Available upon request.”

2. The APC will make a determination regarding the merits of the readmission petition and will provide a recommendation.

3. If the student is readmitted, the committee will present a step-by-step academic "game plan" that will lead to the completion of the program. The plan presented must have the full support of the student's Graduate Program.

4. The MSW coordinator will serve as the advisor for all students seeking readmission and will fill out that portion of the petition.

5. The completed petition will be forwarded to the college of graduate studies. The petition, recommendations and "game plan" will be presented to the College of Graduate Studies Petitions Committee, whose decision shall be final.

Requests for readmission after 12 months.

An academically dismissed student who has been separated from the University for twelve or more months may request permission to be re-admitted to the social work program. Such requests are reviewed and acted upon by the Social Work Graduate Program Committee (APC).

All graduate students dismissed from the College of Graduate Studies may not be readmitted by submission of an Application for Admission as a Non-Degree Graduate student without approval via the petition process through the College of Graduate Studies Petition's Committee.

1. Students requesting readmission after a 12 month waiting period should send a letter to the program coordinator. The letter should discuss the reasons for dismissal, barriers the student encountered during their degree seeking studies, and how they have worked to address those barriers since dismissal. The student should present a plan which outlines their plan for future success in the program.
2. The APC will make a determination regarding the merits of the readmission petition and will provide a recommendation. Readmission will be offered only if there is full support from all members of the APC, the program coordinator, and the field director.

3. If the APC determines the student should be readmitted, the committee will present a step-by-step academic "game plan" that will lead to the completion of the program. The plan presented must have the full support of the student's Graduate Program.

4. The completed petition, written recommendations regarding readmission, and the "game plan" will be forwarded to the College of Graduate Studies Petitions Committee, whose decision shall be final.

5. The MSW coordinator will serve as the advisor for all students seeking readmission and will fill out that portion of the petition.

Readmitted students
An academically dismissed student who is readmitted to the same graduate program, or enters a different graduate program, will again be dismissed by the College of Graduate Studies if the individual receives in 400-800 level courses:
One or more grades of "F" or
Two or more grades of "B-" or less
A grade of “U” in field practicum

These academic performance requirements will be stated clearly in readmission letters that are forwarded to the College of Graduate Studies for consideration.

ACADEMIC POLICIES
Following are academic policies relevant for registration, course enrollment, and years to complete degree.

Registering for class, priority registration
Students should consult with their academic advisor and register for classes during the earliest portion of the priority registration period as possible. During the priority registration period, if a desired class section is full, students are encouraged to join the waitlist for that class. If during the priority registration period, the waitlist has at least 7 students, an additional section may be opened. Most practice in context (PIC) and elective classes (with the exception of SWK 694) will not open additional sections even if there is a waitlist; therefore, students are encouraged to register early or select another option if the PIC or elective they are interested in is full. After the priority enrollment period ends, additional class sections are much less likely to be added; therefore, students will need to join class sections that have openings. Students who register after the priority registration period may for example need to take daytime courses even if they prefer evening classes. At times, particular sections are reserved during the priority enrollment period for students who registered their preference to take evening/weekend classes in their intent to enroll form. Those classes become available to all students after the priority registration periods has ended.

Co-requisites and pre-requisites
Certain classes have listed pre-requisite and co-requisite classes. All generalist classes must be completed before a student begins taking specialization classes. Other important prerequisites include:

SWK 504 must be completed before SWK 506
SWK 612 must be completed before SWK 618
SWK 621 must be completed before SWK 628

Important co-requisites include:

SWK 505 must be taken with SWK 504
SWK 507 must be taken with SWK 506
SWK 613 must be taken with SWK 612
SWK 616 must be taken with SWK 618
SWK 625 must be taken with SWK 621
SWK 626 must be taken with SWK 628

Credit overload petition

Students are permitted to enroll in a maximum of 16 credits during the fall and spring semester and a maximum of 8 credits in the summer semester. Students may petition for a credit overload [http://www.csuohio.edu/sites/csuoohio.edu.graduate-studies/files/overload_course_form.pdf](http://www.csuohio.edu/sites/csuoohio.edu.graduate-studies/files/overload_course_form.pdf)

Petitions will only be accepted under extraordinary circumstances and will not be granted to students who 1) are currently on conditional continuance in the program, 2) have previously earned a grade below “B” in their graduate studies, 3) have a previous history of late assignments or requests for an incomplete.

Years to Complete Degree

A student has a period of six years from date of entry into the College of Graduate Studies to complete requirements for a master's degree. Only course work, including transfer credit and credit by examination, completed within the immediate past six-year period will apply toward the master's degree. Petitions to extend the time period to complete a master's degree must receive the approval of the departmental/program graduate committee. Petitions to extend the time period to complete a master's degree up to ten years do not require review and approval by the College of Graduate Studies Petitions Committee. However, if a petition for an extension to up to ten years is denied at the departmental level, the student may appeal the denial to the College of Graduate Studies Petitions Committee for review and disposition. A petition to extend a master's degree period beyond ten years must be submitted to the College of Graduate Studies Petitions Committee for review and disposition. Such petitions must show compelling reasons for the extension, and must document course-by-course the currency of the work beyond the ten-year statute of limitations.

Grade dispute

In disputing a course grade, the burden is on the student to demonstrate that an error has occurred or that a non-uniform standard was applied in the assignment of the course grade.

If a student feels that an instructor's assignment of a course grade is improper, the student should discuss the matter with the instructor within forty-five days following completion of the semester in which the course was taken.
If resolution does not result from this meeting, the student should promptly write to the chairperson of the instructor's department (or an appropriately designated substitute), stating the nature of the dispute and its justification. The chairperson will provide the course instructor with a copy of the student's statement and any additional documents submitted. The instructor should promptly respond, in writing, and a copy must be provided to the student. Further statements and documentation may be collected, if necessary, by the chairperson.

Once the written record is complete, the chairperson meets with the student (and instructor if possible in a three-way conference) to try to resolve the dispute. Any student who is not satisfied with the outcome of the meeting with the instructor and the department chairperson may continue the dispute by petitioning the College of Graduate Studies Grade Dispute Committee. In such cases, the chairperson must promptly transmit a copy (paper or electronic) of all submitted documents, including the chair's recommendation concerning the dispute, to the College of Graduate Studies Grade Dispute Committee. The Committee will:

1. inform both the student and the instructor of the Committee's membership;
2. send both parties copies of all written documents received and any additional materials gathered by the Committee;
3. allow both parties to respond in writing to any new materials assembled; and
4. schedule a hearing inviting both the student and instructor to present their positions on the dispute. Both the student and the involved faculty member are expected to be present at the hearing.

The recommendation of the College of Graduate Studies Grade Dispute Committee, along with a copy of the entire grade dispute file, is forwarded for final decision to the University Admissions and Standards Committee, which limits its review to the determination of the following of due process. The decision of the University Admissions and Standards Committee is transmitted in writing to both the student and the instructor. There is no further appeal within the University from the Admissions and Standards Committee's decision.

**Felony history**
Applicants and current students should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact future potential for obtaining field placements, social work employment, and licensure. All applicants to social work licensure are required by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board to report all misdemeanor and felony convictions with the exception of minor traffic violations (DUI/OVI charges are not considered traffic violations and must be reported as criminal convictions) for licensure. For the licensure application, all charges and or convictions require a "yes" answer to the question, "Have you been convicted of a felony or misdemeanor other than a minor traffic violation?" even if the original charge and conviction is an expunged status. Falsification could result in delayed placement and other action, including Student Conduct Code charges up to and including dismissal from the program.

**Affirmative action, equal access, equal opportunity and non-discrimination/harassment policy statement**
Cleveland State University and the School of Social Work are committed to building an inclusive community that recognizes the inherent worth and dignity of every person; fosters tolerance, sensitivity and mutual respect among its members; and encourages each individual to strive to
reach his or her own potential. To this end, the university and the School of Social Work embrace human diversity and are committed to equal access, equal opportunity, affirmative action, and eliminating discrimination. Please follow this link to view CSU’s full affirmative action, equal access, equal opportunity and non-discrimination/harassment policy statement
http://www.csuohio.edu/student-affairs/division-student-affairsand
https://www.csuohio.edu/sites/default/files/3344-2-03%20COR.pdf

Any questions of interpretation regarding this rule shall be referred to the office for Institutional Equity. https://www.csuohio.edu/institutional-equity/institutional-equity

The Office for Institutional Equity is primarily responsible for the investigation and resolution of all complaints of unlawful discrimination, including complaints of sexual, racial and any other types of unlawful harassment. The OIE aims to achieve a fair and prompt resolution of discrimination complaints and take appropriate action when necessary.

**CSU’s discrimination/harassment policy**
The University is committed to address allegations and suspected instances of discrimination and/or harassment in accordance with applicable law and policies. The Office for Institutional Equity is ultimately responsible for appropriately investigating all complaints of discrimination and/or harassment. The full discrimination/harassment policy can be found here:
https://www.csuohio.edu/sites/default/files/3344-2-03%20COR.pdf

**Sex discrimination**
Title IX of the Education Amendments of 1972 prohibits sex discrimination in federally funded education programs and activities. The law states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Cleveland State University is committed to providing an environment free from discrimination on the basis of sex. Resources are available for students and employees to address concerns pertaining to sex discrimination, including sexual misconduct.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at www.ed.gov/about/offices/list/ocr/index.html
For further information please contact Title IX Coordinator: Rachel Lutner Director, Office for Institutional Equity AC 236 216-687-2223 r.lutner@csuohio.edu

**Office of Institutional Equity (OIE) procedure for addressing complaints of discrimination and or harassment**
The University is committed to addressing allegations and suspected instances of discrimination and/or harassment in accordance with applicable law and policies. The Office for Institutional Equity is responsible for appropriately investigating all complaints of discrimination and/or harassment pursuant to the University’s Discrimination/harassment policy. Any employee, student, campus visitor or person participating in a university activity, whether on or off-campus, who believes he or she has experienced or witnessed discrimination and/or harassment is encouraged to report the incident(s) promptly.

The full procedure is available here
RESOURCES FOR STUDENTS

Licensure preparation
All students are encouraged to study for the licensure exam throughout their MSW program. Students are provided unlimited opportunities to take the practice exam in the computer lab (MC 446). Students must make an appointment ahead of time. Please contact Flo Roberts by phone at (216) 687-4560 or email at f.roberts.csuohio.edu. Graduates of the MSW program are encouraged to use the licensure lab resources after graduation until they successfully pass the exam.

Current Masters level students must complete at least one practice test exam (in test mode) in the computer lab, demonstrating they earned above 100 correct answers before receiving a “letter in good standing,” for presentation before the Ohio Counselor, Social Worker and Family & Therapist (CSWFT) Board.

Writing center
The writing center provides walk-in, scheduled, and online appointments to graduate students seeking feedback to strengthen professional writing. Please follow the following link for more information or to schedule an appointment.
https://www.csuohio.edu/writing-center/graduate-student-writing-appointments

Care manager
The goal of the Care Manager is to provide holistic support to members of the CSU community, to connect students with resources on and off-campus, and to increase collaboration between campus partners. The Care Manager provides support and case management services for members of the CSU Community. The Care Manager works with students to develop an action plan to address their individual needs. The Care Manager can help navigate policies and procedures on campus, connect with support systems, and determine what resources might be most helpful. Meeting with the Care Manager may be useful if: You want to know more about support services offered at the university; You would like information on how to connect with medical and mental healthcare providers; You would to withdraw from your classes for personal or medical reasons, and want more information on your options; You’re feeling stressed about school; Your life outside of the classroom has become more difficult to manage; You’re feeling overwhelmed and want to find help, but you’re not sure where to start. Please contact Emily Grady at e.a.grady@csuohio.edu | 216.687.2048.

Counseling services
The CSU counseling center offers academic, career, and personal counseling, consultations, and other services aimed at helping students meet their personal and professional goals. To learn more about the services offered or to schedule an appointment please follow the following link.
http://www.csuohio.edu/counselingcenter/counselingcenter

Health services
CSU Health and Wellness Services is a high quality medical facility committed to serving the medical needs of the CSU community. Staffed by certified nurse practitioners and doctors, it offers a wide variety of services including primary and same day care, health counseling, limited in-house pharmacy and lab services, shots, immunizations, and more. There is no charge for most visits. Students can register for the student health insurance policy by logging on to
Campusnet and clicking the insurance tab. To learn more please visit: 
http://www.csuohio.edu/health/health

**Parking information**
Please refer to the following for information about parking.
http://www.csuohio.edu/parking/parking

**Campus safety promotion**
Please be aware of the following resources which promote safety on campus.

1. **Campus Escort Service**. This is a free service you can use by calling 216.687.2020 24/7. An escort will come to your location and escort you around campus.

2. For on campus emergencies please call 911 on any campus phone or from blue lights around campus.

3. **Viking Shield Mobile App**. This free app allows user to instantly notify campus police of a potential threat and relays your location.

**Library**
CSU offers an expansive library to meet your educational needs. http://library.csuohio.edu  
The social work librarian is Fran Metch,216-687-2365 Office: RT 110A. Social Work research guides can be found here 
http://researchguides.csuohio.edu/socialwork

**Viking card**
Enrolled students are eligible to receive a Viking card. The University supplies the first Viking Card free to students.  
A Viking card can be for sporting events; library privileges; meal plans; Vikingcash; vending machines; and to access buildings, labs and testing centers; plus other University activities.  Please refer to this website to obtain a Viking card.  
https://www.csuohio.edu/vcard/vcard

**Veteran’s office**
Veterans can receive services at the Office of Veteran Success.  Please view link for additional information.  
http://www.csuohio.edu/vikingvets/vikingvets

**Office of Disability Services**
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC147. 
Accommodations need to be requested in advance and will not be granted retroactively. Ideally, students with a disability should inform the instructor during the first week so that necessary accommodations can be discussed.

**Tuition and fees schedule**
The tuition and fee schedule is located here:
Financial Aid
Graduate students can file the Free Application for Federal Student Aid Form (FAFSA) at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). Cleveland State University's code is [003032](http://www.csuohio.edu/treasury-services/tuition-and-fees/). Graduate students are eligible for loans and Federal Work-Study; contact All-in-1/Campus411 at (216) 687-5411.

Graduate Assistantship opportunities
Contingent upon continued funding, a limited number of graduate assistantships are available within the school of social work. The call for applications takes place in the spring of each academic year. A grade point average of at least 3.0 is required. Further information about graduate assistantships can be found here: [https://www.csuohio.edu/graduate-studies/current-students/graduate-and-teaching-assistantships](https://www.csuohio.edu/graduate-studies/current-students/graduate-and-teaching-assistantships). Also please see Appendix 7 for the graduate assistant application. Questions about graduate assistantships should be directed to Dr. Lewandowski.

School of Social Work Scholarships
Students can apply for the following scholarships each year.
Dr. Winifred Bell Scholarship (see Appendix 8)
Enterline Scholarship (see Appendix 9)
Dr. Elizabeth Lewis Scholarship (see Appendix 10)

COMPUTING RESOURCES
Students are expected to demonstrate competency and professionalism when engaging with the following required computing tools.

Taskstream
Taskstream is a computerized program used throughout the MSW program. Students will use Taskstream in preparation for and throughout their field practicum. Additionally, students use Taskstream to submit certain assignments linked to their classes. Newly admitted students are sent a welcome email from Taskstream the Monday after new student orientation. Students must unforward their CSU email account prior to receiving this email. Within 72 hours of receiving this email students must register an account in Taskstream. Use of Taskstream is mandatory, and students are responsible for developing competence in the use of Taskstream. Please click here for directions: [https://www.dropbox.com/s/9vp11914x4vt137/How%20To%20Get%20a%20Taskstream%20Password%20NEW%20DRAFT.pdf?dl=0](https://www.dropbox.com/s/9vp11914x4vt137/How%20To%20Get%20a%20Taskstream%20Password%20NEW%20DRAFT.pdf?dl=0)

Blackboard
Blackboard is an online learning management system. MSW students will use Blackboard during their MSW studies to obtain course documents, interact with course content, and submit required assignments via an embedded link to Taskstream. A self-paced online student orientation to Blackboard is available here: [https://www.csuohio.edu/center-for-elearning/blackboard-orientation-course](https://www.csuohio.edu/center-for-elearning/blackboard-orientation-course)

Turnitin.com
Students are provided with the ability to use a plagiarism detection program to identify plagiarized content in their writing before they turn in their assignment for credit. Students can log onto turnitin.com to create an account. Students can submit drafts of their written work by using the following class code. class/section id: 12779716 enrollment password: love2learn

Student computing, scanning, printing
Student computing labs across campus are stocked with a vast array of ways you can copy, scan, print, and fax documents. The student center computer lab (SC 1st floor) has a special free scanner to copy or scan a book or any document and send it to a USB drive, an email account, a fax number or a cloud account. Limited free printing is provided to every enrolled student (2,000 black and white pages, or 160 color pages per semester).

CSU email
The primary way that MSW faculty and staff communicate with students is via CSU email. Therefore, MSW students are required to use and regularly check their CSU email address throughout the duration of their MSW enrollment. Important information will be sent routinely to students email address. Compliance with this policy is mandatory. Students who fail to comply with this policy are responsible for managing the consequences of missing important program information. Students must use their CSU email address for all communication with the university. Students should include their first and last name and CSU ID number with all email correspondence with the department.

Campusnet
Is a computerized system that allows student to register for courses, view their schedule, complete a degree audit, view grades, view their unofficial transcript, and order an official transcript.

Mycsumobile
Is a free app that allows users to register for classes, view the academic calendar, register for classes, find available parking spaces, view a campus map, and log in to campusnet or blackboard

Opportunities for students to participate and organize in their interest

School of Social Work Committees
The school of social work has the following committees.

Curriculum
Academic and Professional Performance Committee (APC)
Evaluation

Phi Alpha
An MSW student at Cleveland State University who is enrolled in their specialization year and has a cumulative GPA of 3.75 in all graduate level social work classes qualifies to join as a Life Member of the Phi Alpha National Social Work Honor Society, Delta Zeta chapter. Please contact Dr. Seck for more information.
NASW Student Club
Students interested in meeting and socializing with other social work students, participating in monthly service activities, attending conferences, hearing from engaging speakers, and attending Advocacy Day may be interested in joining the CSU chapter of NASW. Membership to NASW Ohio is not required. Questions can be directed to Faculty Advisors: Dr. Chris Mallett c.a.mallett@csuohio.edu, and Dr. Cyndi Hovland c.hovland@csuohio.edu.

NASW Ohio
Students may wish to join the Ohio Chapter of NASW please visit socialworkers.org for more information.

GRADUATION
Applying for graduation
Students must apply for graduation well before they complete their degree. Students expecting to graduate in fall, should apply for graduation before April 14. Students expecting to graduate in the spring semester should apply for graduation before September 9. Students expecting to graduate in summer should apply for graduation before March 1. Please see the following for more information: https://www.csuohio.edu/registrar/graduation-information

MSW Student Awards
Each spring four MSW student awards are presented as follows.

Spirit of Social Work Award
This award honors a student who consistently projects positivity and encouragement to classmates. This student exemplifies core social work values of dignity and worth of a person, importance of human relationships, integrity, and competence. 
Nominators must be current MSW students.

Outstanding Social Work Student Scholar Award
This award recognizes a student whose qualities and characteristics exemplify outstanding graduate-level academic performance. This student demonstrates excellence in classroom work through critical thinking, excellent written and oral communication, and consistently producing academic work that is beyond expectation. 
Nominators must be part-time or full-time MSW faculty members.

Outstanding Social Justice Award
This award recognizes a student who has demonstrated excellence in working for social change, and/or serving as an advocate for underrepresented and/or disenfranchised individuals/groups. 
Nominators include MSW students, faculty members, field supervisors, and faculty liaisons. Self-nomination is permitted.

Outstanding Field Student Award
This award recognizes a student who demonstrates excellence in field through professional behavior, initiative, leadership and commitment to ethical values.
Nominations must come from a practicum supervisor, faculty liaison, field coordinator or assistant field coordinator.

University commencement
University commencement ceremonies are held in May and December. In order to participate in the commencement ceremony, a student must have completed or be currently attending all courses necessary to satisfy degree requirements. Students who finish their requirements during Summer semester or Fall semester, are eligible to participate in the December commencement ceremony. Students finishing in the Spring semester are eligible to participate in the May commencement ceremony only. Any exception must be approved by the Dean of the College in which the student intends to graduate. Please visit the commencement website for more information. https://www.csuohio.edu/commencement/commencement
Students wear graduation robes to this ceremony.

School of Social Work Graduation Celebration
The school of social work hosts an annual graduation celebration and awards ceremony in the spring. Students who complete their degree requirements in the summer of 2019, fall of 2019, or spring of 2019 are recognized at the celebration. Students do not wear graduation robes to this celebration.

Taking classes after graduation
If you wish to continue taking classes at CSU after you have completed your degree requirements, you must be admitted to a new program. Should you register for courses in a term that follows your graduation date without being admitted to a new program, you risk having those classes dropped or the posting of your degree delayed. You will be notified in the event your classes are dropped.

Letter of good standing
Students requesting a letter of good standing to register to take a state licensure exam prior to graduation must first demonstrate that they passed the practice licensure exam while taken in tests mode in the student licensure lab.

NONDEGREE SEEKING STUDENTS
Social Work classes are open to degree seeking students only. The only exceptions are SWK 694, SWK 615, CNS 501, CNS 502, and CNS 503 which can be taken by non-degree seeking students. To be admitted as a non-degree seeking student please contact 216-687-5411.
APPENDIX 1

NASW Code of Ethics

Preamble
The primary mission of the social work profession is to enhance human well-being 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. A historic and defining feature of social work is the profession’s focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics
Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:
1. The Code identifies core values on which social work’s mission is based.
2. The Code summarizes broad ethical principles that reflect the profession’s core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work’s mission, values, ethical principles, and ethical standards.

6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it. The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code’s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be ranked ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers’ decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients’ and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization’s ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers’ ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does
not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers’ ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the profession’s values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

Ethical Principles
The following broad ethical principles are based on social work’s core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: Service
Ethical Principle: Social workers’ primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients’ socially responsible self-determination. Social workers seek to enhance clients’ capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients’ interests and the broader society’s interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek
to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value: Integrity**

**Ethical Principle:** *Social workers behave in a trustworthy manner.*
Social workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value: Competence**

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers’ ethical responsibilities to clients, (2) social workers’ ethical responsibilities to colleagues, (3) social workers’ ethical responsibilities in practice settings, (4) social workers’ ethical responsibilities as professionals, (5) social workers’ ethical responsibilities to the social work profession, and (6) social workers’ ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

**1. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO CLIENTS**

**1.01 Commitment to Clients**
Social workers’ primary responsibility is to promote the well-being of clients. In general, clients’ interests are primary. However, social workers’ responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

**1.02 Self-Determination**
Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients’ right to self-determination when, in the social workers’ professional judgment, clients’ actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

**1.03 Informed Consent**
(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs,
reasonable alternatives, clients’ right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients’ comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients’ interests by seeking permission from an appropriate third party, informing clients consistent with the clients’ level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients’ wishes and interests. Social workers should take reasonable steps to enhance such clients’ ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients’ right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients’ informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

1.04 Competence
(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

1.05 Cultural Competence and Social Diversity
(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients’ cultures and be able to demonstrate competence in the provision of services that are sensitive to clients’ cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
1.06 Conflicts of Interest
(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients’ interests primary and protects clients’ interests to the greatest extent possible. In some cases, protecting clients’ interests may require termination of the professional relationship with proper referral of the client.
(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)
(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers’ professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

1.07 Privacy and Confidentiality
(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients’ right to confidentiality. Social workers should review with clients’ circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual’s right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker’s, employer’s, and agency’s policy concerning the social worker’s disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client’s consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients’ written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients’ records are stored in a secure location and that clients’ records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients’ records in a manner that protects clients’ confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker’s termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records
(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients’ access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients’ access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients’ requests and the rationale for withholding some or all of the record should be documented in clients’ files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships
(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact
Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment
Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

1.12 Derogatory Language
Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services
(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients’ ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers’ relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client’s initiative and with the client’s informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers’ employer or agency.

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services
Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

1.16 Termination of Services
(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients’ needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and
other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients’ needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO COLLEAGUES

2.01 Respect
(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality
Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers’ obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration
(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues
(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers’ own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation
(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
(b) Social workers should keep themselves informed about colleagues’ areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Referral for Services
(a) Social workers should refer clients to other professionals when the other professionals’ specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients’ consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

2.07 Sexual Relationships
(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.08 Sexual Harassment
Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.09 Impairment of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague’s impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague’s incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.11 Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES IN PRACTICE SETTINGS
3.01 Supervision and Consultation
(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees’ performance in a manner that is fair and respectful.

3.02 Education and Training
(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students’ performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records
(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
(c) Social workers’ documentation should protect clients’ privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer
(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client’s needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients’ current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client’s best interest.

3.07 Administration
(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients’ needs.
(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients’ needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with
the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development
Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers
(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies’ policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers’ ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization’s policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations’ practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization’s work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession’s values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES AS PROFESSIONALS
4.01 Competence
(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the
professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination
Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

4.03 Private Conduct
Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker’s employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations
(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from
current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE SOCIAL WORK PROFESSION
5.01 Integrity of the Profession
(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession’s literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research
(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants’ well-being, privacy, and dignity. Informed consent should include
information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants’ assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants’ confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants’ interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY

6.01 Social Welfare
Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should
promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation
Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action
(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.

APPENDIX 2
MSW PROGRAM REFERENCE FORM

INSTRUCTIONS TO THE APPLICANT: Read and complete this section and provide it to your recommender along with a self-addressed, stamped envelope. The recommender must return the completed recommendation to you in the sealed envelope for submission. Please include the unopened recommendation with seal intact with your application packet. Sign only if you are waiving access as specified below.

Under the provisions of the Family and Educational Rights and Privacy Act (FERPA), and applicable state law, you (if admitted and enrolled) will have access to the information provided below unless you waive such access.

I hereby waive my right of access to the information contained in this recommendation.

Signature of Applicant __________________________ Date: ________________

If there is no signature above, this recommendation will be treated as non-confidential.

__________________________________________ __________________________
Applicant’s Full Name (please print) Recommender’s Name (Please Print)

INSTRUCTIONS TO RECOMMENDER: The above named applicant is seeking admission to the Master of Social Work program at (CSU/AKRON). Individuals who are accepted must be able to fulfill the intellectual requirements of the School and should possess personal qualifications essential to professional practice in social work. We appreciate your evaluation of this candidate. Please place this completed form and any accompanying letter(s) in the envelope provided by the applicant, seal, and sign across the seal. The applicant will submit the sealed envelope containing your recommendation to us as part of the application process.

How long have you known the applicant? ________________

In what capacity have you known the applicant? (please circle)

Field Supervisor    Academic Advisor    Professor    Work supervisor - Volunteer    Work Supervisor

Please enclose this form and any accompanying information in an envelope. Seal the envelope and sign your name across the envelope flap and return to the applicant. Please notify the applicant if you chose to send your evaluation directly to the school of social work. Thank you.

Please indicate (X) the applicant’s ability and professional competence in comparison with other individuals who are in similar stages in their career.
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<th>Very good (top 15%)</th>
<th>Good (top 25%)</th>
<th>Average (upper 50%)</th>
<th>Below Avg. (lower 50%)</th>
<th>Inadequate knowledge to assess</th>
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<tr>
<td>Academic performance</td>
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<td>Emotional stability/ maturity</td>
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<td>Motivation to advance in field of social work</td>
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<td>Ability to work with others</td>
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<td>Communication skills-written</td>
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<tr>
<td>Communication skills-oral</td>
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<td>Professionalism</td>
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<td>Ability to utilize constructive criticism</td>
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<td>Ability to make sound judgments</td>
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<tr>
<td>Concern for the well-being of others</td>
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<td>Ability to adapt to new situations</td>
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<tr>
<td>Integrity</td>
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</table>

Please **circle below** to indicate your overall endorsement of the applicant:

**Recommend Highly**  **Recommend**  **Recommend with Reservation**  **Do not Recommend**

If you do not know the applicant well enough to give a recommendation, please notify the applicant. In addition to the answers provided above we would appreciate a statement from you regarding the applicant’s promise of success as a graduate student. You may also provide some information about the designations made above. Thank You.

Name of Respondent: ____________________________  Position/Title: _____________________

Address
____________________________________  ______________________________________
(Institution)  (Department)

Signature
____________________________________
## APPENDIX 3

### Full Course Plan Schedule

<table>
<thead>
<tr>
<th>Generalist Curriculum = 30 credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Year 1</strong></td>
<td><strong>Spring Year 1</strong></td>
</tr>
<tr>
<td>SWK 503 Human Behavior in the Social Environment <em>Mondays early</em></td>
<td>SWK 507 Generalist Practice with Groups, Communities, and Organizations <em>Mondays early</em></td>
</tr>
<tr>
<td>SWK 505 Generalist Practice with Individuals and Families <em>Mondays late</em></td>
<td>*SWK 508 Disparities, Diversity, and Inclusion <em>Mondays late</em></td>
</tr>
<tr>
<td>*SWK 501 Ethical Decision Making for Social Work Practice <em>Wednesdays early</em></td>
<td>SWK 509 Fundamentals of Research <em>Wednesdays early</em></td>
</tr>
<tr>
<td>*SWK 502 History and Philosophy of Social Work and Social Welfare <em>Wednesdays late</em></td>
<td>SWK 510 Social Welfare Policy <em>Wednesdays late</em></td>
</tr>
<tr>
<td>SWK 504 Generalist Practicum I</td>
<td>SWK 506 Generalist Practicum II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Specialization = 30 credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Year 2</strong></td>
<td><strong>Spring Year 2</strong></td>
</tr>
<tr>
<td>SWK 613 Core Competencies for Social Work Clinical Practice <em>Tuesdays early</em></td>
<td>SWK 617 Evaluation of Clinical Practice <em>Tuesday early</em></td>
</tr>
<tr>
<td>SWK 614 Trauma and Recovery or SWK 619 Core Competencies for Trauma Informed Child Welfare Practice <em>Tuesdays late</em></td>
<td>SWK 616 Interventions for Clinical Social Work Practice <em>Tuesday late</em></td>
</tr>
<tr>
<td>SWK 610 Psychopathology <em>Thursdays early</em></td>
<td>*Practice in Context <em>Thursday early</em></td>
</tr>
<tr>
<td>SWK 615 Clinical Social Work Practice with Groups <em>Thursdays late</em></td>
<td>*Elective <em>Thursday late</em></td>
</tr>
<tr>
<td>SWK 612 Clinical Practicum I</td>
<td>SWK 618 Clinical Practicum II</td>
</tr>
</tbody>
</table>

- *Students can choose to take Practice in Context or elective in the summer following year 2, dates and times vary*
- *Advanced Generalist Specialization classes are on evenings only as noted below*

<table>
<thead>
<tr>
<th>Advanced Generalist Specialization = 30 credits</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall Year 2</strong></td>
<td><strong>Spring Year 2</strong></td>
</tr>
</tbody>
</table>
### SWK 624 Social Worker as Leader and Manager
*Tuesday evenings only early*

<table>
<thead>
<tr>
<th>SWK 624 Social Worker as Leader and Manager</th>
<th>SWK 627 Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tuesday evenings only early</em></td>
<td><em>Tuesday early evening only</em></td>
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</tbody>
</table>

### SWK 625 Advanced Generalist Practice with Individuals and Families
*Tuesday evenings only late*

<table>
<thead>
<tr>
<th>SWK 625 Advanced Generalist Practice with Individuals and Families</th>
<th>SWK 626 Advanced Generalist Practice with Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tuesday evenings only late</em></td>
<td><em>Tuesday evening only late</em></td>
</tr>
</tbody>
</table>

### SWK 620 Advanced Generalist Group Work Practice
*Practice in Context
*Thursday early

### SWK 621 Advanced Generalist Practicum I
*Practice in Context
*Thursday late

### SWK 628 Advanced Generalist Practicum II

### Traditional MSW Program Accelerated Part-time (2.5 years)
- Fall/spring classes meet on Mondays the first year, Tuesdays second year, and Thursdays 3rd year
- Summer classes are on a unique schedule

#### Generalist Curriculum = 30 credits

<table>
<thead>
<tr>
<th>Summer Year 1</th>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 501</td>
<td>SWK 503 Human Behavior in the Social Environment <em>Mondays early</em></td>
<td>SWK 507 Generalist Practice with Small Groups, Communities, and Organizations <em>Mondays early</em></td>
<td>SWK 509 Fundamentals of Research</td>
</tr>
<tr>
<td>Ethical Decision Making in Social Work Practice</td>
<td>*SWK 505 Generalist Practice with Individuals and Families <em>Mondays late</em></td>
<td>*SWK 508 Disparities, Diversity, and Inclusion <em>Mondays late</em></td>
<td>SWK 510 Social Welfare Policy</td>
</tr>
<tr>
<td>SWK 502</td>
<td>SWK 504 Generalist Practicum I</td>
<td>SWK 506 Generalist Practicum II</td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Social Work and Social Welfare</td>
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*Observation:* The table structure is consistent and clear, providing an organized view of the courses and their schedules under the two programs mentioned. The use of headings and subheadings helps in distinguishing between the two programs, ensuring that each course and its schedule is easily identifiable. The information is presented in a logical format, making it easy to follow and understand. The text is free of errors and clearly传达了关键信息。
### Clinical Specialization = 30 credits

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
<th>Summer Year 3</th>
</tr>
</thead>
</table>
| SWK 613 Core Competencies for Social Work Clinical Practice  
*Tuesdays early* | SWK 617 Evaluation of Clinical Practice  
*Tuesday early* | Practice in Context |
| SWK 614 Trauma and Recovery  
Or  
SWK 619 Core Competencies for Trauma Informed Child Welfare Practice  
*Tuesdays late* | SWK 616 Interventions for Clinical Social Work Practice  
*Tuesday late* | Elective |
| SWK 612 Clinical Practicum I | SWK 618 Clinical Practicum II | |

<table>
<thead>
<tr>
<th>Fall Year 3</th>
</tr>
</thead>
</table>
| SWK 610 Psychopathology  
*Thursdays early* |
| SWK 615 Clinical Social Work Practice with Groups  
*Thursdays late* |

### Advanced Generalist Specialization = 30 credits

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
<th>Summer Year 3</th>
</tr>
</thead>
</table>
| SWK 624 Social Worker as Leader and Manager  
*Tuesday evenings only early* | SWK 627 Program Evaluation  
*Tuesday early* | Practice in Context |
| SWK 625 Advanced Generalist Practice with Individuals and Families  
*Tuesday evenings only late* | SWK 626 Advanced Generalist Practice with Communities  
*Tuesday late* | Elective |
| SWK 621 Advanced Generalist Practicum I | SWK 628 Advanced Generalist Practicum II | |

<table>
<thead>
<tr>
<th>Fall Year 3</th>
</tr>
</thead>
</table>
| SWK 620 Advanced Generalist Group Work Practice  
*Thursday evenings only early* |

*Practice in Context  
*Thursdays late* |

### 4 Year Extended Part-time options
### 4 Year Extended Part-Time
**Generalist Curriculum = 30 credits**

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
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</thead>
</table>
| SWK 501 Ethical Decision Making for Social Work Practice  
  *Wednesdays early*                  | SWK 509 Fundamentals of Research  
  *Wednesdays early*                  |
| SWK 502 History and Philosophy of Social Work and Social Welfare  
  *Wednesdays late*                  | SWK 510 Social Welfare Policy  
  *Wednesdays late*                  |

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 1</th>
</tr>
</thead>
</table>
| WK 503 Human Behavior in the Social Environment  
  *Mondays early*                  | SWK 507 Generalist Practice with Small Groups, Communities, and Organizations  
  *Mondays early*                  |
| SWK 505 Generalist Practice with Individuals and Families  
  *Mondays late*                  | SWK 508 Disparities, Diversity, and Inclusion  
  *Mondays late*                  |
| SWK 504 Generalist Practicum I                  | SWK 506 Generalist Practicum II                   |

### 4 Year Extended Part-Time
**Clinical Specialization= 30 credits**

<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
</tr>
</thead>
</table>
| WK 610 Psychopathology  
  *Thursdays early*                  | Practice in Context  
  *Thursday early*                  |
| SWK 615 Clinical Social Work Practice with Groups  
  *Thursdays late*                  | Elective  
  *Thursday late*                  |

<table>
<thead>
<tr>
<th>Fall Year 4</th>
<th>Spring Year 4</th>
</tr>
</thead>
</table>
| SWK 613 Core Competencies for Social Work Clinical Practice  
  *Tuesdays early*                  | SWK 617 Evaluation of Clinical Practice  
  *Tuesday early*                  |
| SWK 614 Trauma and Recovery Or  
  SWK 619 Core Competencies for Trauma Informed Child Welfare Practice  
  *Tuesdays late*                  | SWK 616 Interventions for Clinical Social Work Practice  
  *Tuesday late*                  |
| SWK 612 Clinical Practicum I                  | SWK 618 Clinical Practicum II                   |
### Extended Part-Time

**Advanced Generalist Specialization = 30 credits**

<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
</tr>
</thead>
</table>
| SWK 620 Advanced Generalist Group Work Practice  
*Thursday evenings only early* | *Practice in Context*  
*Thursday early* |
| *Practice in Context*  
*Thursdays late* | Elective  
*Thursday late* |

<table>
<thead>
<tr>
<th>Fall Year 4</th>
<th>Spring Year 4</th>
</tr>
</thead>
</table>
| SWK 624 Social Worker as Leader and Manager  
*Tuesday evenings only early* | SWK 627 Program Evaluation  
*Tuesday early* |
| SWK 625 Advanced Generalist Practice with Individuals and Families  
*Tuesday evenings only late* | SWK 626 Advanced Generalist Practice with Communities  
*Tuesday late* |
| SWK 621 Advanced Generalist Practicum I | SWK 628 Advanced Generalist Practicum II |
Incomplete Agreement

Student Name ___________________________ Course number _____ Term __________

Student CSU ID # ___________________________

Reason for “I” grade:

Outstanding work to be completed:

Date by which work is to be completed _________

__________________________________________  __________________________
Signature of Instructor                        Date

__________________________________________  __________________________
Signature of Student                            Date
APPENDIX 5

University guidelines regarding academic misconduct

Academic honesty is essential to maintain the integrity of the University as an institution and to foster an environment conducive to the pursuit of knowledge. The Cleveland State University Academic Community values honesty and integrity and holds its members to high standards of ethical conduct. Academic dishonesty is, therefore, unacceptable, and students must be prepared to accept the appropriate sanctions for any dishonest academic behavior as outlined in this policy on academic misconduct. Academic misconduct refers to any fraudulent actions or behaviors that affect the evaluation of a student’s academic performance or record of academic progress. It includes:

Cheating -- Fraudulent acquisition and/or submission of another’s intellectual property. This includes but is not limited to the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments, and copying the examination answers of others.

Plagiarism -- Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Tampering – Altering through forgery, fabrication, deletion, and/or misrepresentation one’s own or another’s academic record. This includes but is not limited to the tampering of graded material, grade books, or electronic records of graded material and the misrepresentation of degrees awarded, honors received, or sanctions issued.

For the purpose of differentiating the degree of seriousness of acts of academic misconduct and the sanctions that should be imposed, the following definitions apply:

Minor Infraction -- Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infraction -- Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student’s permanent record that the student has engaged in academic misconduct (see 3.1.2.A(2)(b)).

Allegations of cheating, plagiarism or tampering can be raised by any member of the University Community. However, appropriate action for alleged instances of academic misconduct, as spelled out in the procedures and sanctions sections below, should be conducted by the faculty member of record or the instructor (hereafter referred to as the faculty member) or the department chairperson or college dean (hereafter referred to as the academic administrator) in accordance with the circumstances. That individual will inform the student of all allegations and proposed sanctions immediately upon their determination. A resolution may be reached through
an informal meeting between the faculty member or academic administrator and the student charged with academic misconduct, with the student satisfied that the allegation was accurate and that the sanction imposed was appropriate. If the student disagrees with the charge made by a faculty member or academic administrator, or with the sanction imposed, the disagreement will ordinarily be resolved through the normal academic channels of the department chairperson and college dean. If no resolution is reached at these levels, the student has the right to a hearing and resolution of the matter before the Academic Misconduct Review Committee (hereafter referred to as the Review Committee (see 3.1.2.(C)).

A. Procedure
1. At the time of the incident, the faculty member or academic administrator weighs the evidence and determines the appropriate sanction as specified in the sanction section of this policy. However, academic suspension or expulsion shall be invoked only by recommendation to and confirmation by the Review Committee (see 3.1.2.B(2)(b, c)).

If the Review Committee confirms the recommended suspension or expulsion from the university, this recommendation is forwarded to the President of the University who may decide to support the recommendation or impose an alternate sanction.

2. If, after discussing the infraction with the student suspected of academic misconduct, a faculty member or academic administrator concludes that misconduct did occur, that individual will choose an appropriate sanction and inform the student in writing of the decision, the basis for the decision, and the penalty imposed.

a. If the misconduct is course-related, a copy of this letter shall be sent to the chairperson of the department in which the course is offered. If the infraction is not course related, the letter shall be sent to the chairperson of the student’s major department.

b. For major infractions, the chairperson of the department will confirm in a mailed correspondence to the student the infraction and sanction. A copy of this letter shall also be sent to the College Dean and to the University Registrar. The Registrar will make an entry on the student’s permanent record that the student has been disciplined for academic misconduct. This notation shall remain on the permanent record for a period of three years from the date of entry or until the student’s graduation, whichever comes earlier. Thereafter, the entry is to be removed from the student’s permanent record, from any existing copies thereof, and from all student files in which the notation may have been placed, provided that the student has not been found guilty of a second instance of academic misconduct.

3. If, after meeting with the faculty member, the student feels that she or he is innocent of the charge or is being unreasonably penalized, the first redress is to the chairperson of the department in which the course is offered (for course-related misconduct) or to the chairperson of the student’s major department (for misconduct that is not course related). The faculty member will coordinate a meeting between him/herself, the student, and the chairperson. The matter may be resolved at this level through informal discussion, with both faculty member and student presenting their cases.
a. If the chairperson concurs with the student by determining that no violation has occurred, and the faculty member is in agreement, the notation placed in the permanent record shall be removed and destroyed.

b. If the chairperson concurs with the faculty member by determining that an infraction has occurred, and the student is in agreement, the chairperson may impose the recommended sanction. S/he will inform the student in a mailed correspondence of this decision. For a course-related infraction, a copy of the letter is also sent to the instructor of the course. In the case of a major infraction, a copy of the letter is also sent to the College Dean and to the University Registrar, who will make an entry on the student’s permanent record as described above (3.1.2.A(2)(b)).

4. If, after meeting with the chairperson, the student feels that she or he is innocent of the charge or is being unreasonably penalized, or the faculty member is not in agreement with the chairperson’s decision, the issue shall be submitted in writing by the chairperson to the dean of the college in which the course is offered. If the charge of academic misconduct does not involve a course, the issue shall be submitted in writing to the dean of the college in which the student is admitted. The dean will hear both the instructor and the student. The matter may be resolved at this level through informal discussion with both faculty member and student presenting their cases.

a. If the dean concurs with the student by determining that no violation has occurred, and the faculty member is in agreement, the notation placed in the file shall be removed and destroyed.

b. If the dean concurs with the faculty member by determining that an infraction has occurred, and the student is in agreement, the dean may impose the recommended sanction. S/he will inform the student in a mailed correspondence of this decision. A copy of the letter is also sent to the instructor of the course and the department chairperson. In the case of a major infraction, a copy of the letter is also sent to the University Registrar, who will make an entry on the student’s permanent record as described above (3.1.2.A(2)(b)).

5. If after such prior proceedings the student or faculty member is dissatisfied with the findings, the sanction, or the nature of the notation in the student’s file, the student or faculty member may, within 20 days of the student being informed in writing of the College Dean’s decision, petition the Review Committee for a hearing. Neither the finding of misconduct nor the sanction previously suggested or imposed shall in any way limit the options available to the Review Committee, and the hearing shall be in the nature of a de novo proceeding. The burden of submitting all relevant evidence to the Review Committee is on the student, faculty member, or academic administrator petitioning for review. The Review Committee will not gather evidence to investigate the charge independently.

a. If the Review Committee determines that no violation occurred, the notation placed in the file shall be removed and destroyed.

b. If the Review Committee finds that a violation has occurred, it shall impose the appropriate sanction as specified in the sanction section of the University Academic Misconduct Policy.
6. These rules shall not be applicable to professional schools at the graduate level which have adopted misconduct codes of their own which are consistent with high academic principles and the standards of their professions or their accreditation organizations.

B. Sanctions

The sanction options listed in this section and the basis for invoking these sanctions are guidelines for the faculty member and academic administrators, designed to achieve uniformity throughout the University in dealing with academic misconduct. Options within infraction classifications are not mutually exclusive and may be employed in combination.

1. Minor Infractions

   1. Reprimand -- A written statement of the student's violation of a University regulation placed in the student's disciplinary file within the major department and college.
   
   2. "F" Grade on Assignment -- "F" grade on an individual assignment or project in which an incidence of academic misconduct occurred.

2. Major Infractions

   a. "F" Grade in the Course -- "F" grade in the course in which an incidence of academic misconduct occurred. The "F" grade is not open to the grade dispute process, having been reviewed by the department chairperson and made available for assessment by the Review Committee. A course in which an "F" is issued due to academic misconduct is not open to late withdrawal through college or university petition, having been reviewed by the college dean and having had the potential to be reviewed by the Review Committee.

   b. Recommendation of Suspension -- Recommendation to the President for separation of the student from the University for a period of no less than one semester and not to exceed three (including Summer Semester). A student shall be suspended from the University only by Review Committee recommendation after consultation with the college in which the student is enrolled and with the support of the President. The President shall respond to the recommendation of the Review Committee within 5 working days of notification of the sanction. A second suspension may result in dismissal from the University, upon recommendation by the Review Committee.

   c. Recommendation of Expulsion -- Recommendation to the President for a permanent separation from the University, without readmission to the institution. A student shall be expelled only by Review Committee recommendation after consultation with the college in which the student is enrolled and with the support of the President. The President shall respond to the recommendation of the Review Committee within 5 working days of notification of the sanction.
APPENDIX 6
Office for Institutional Equity Procedures for Addressing Reports of Discrimination, Harassment, Sexual Violence and Retaliation

The University is committed to addressing allegations and suspected instances of discrimination, harassment, sexual violence and retaliation in accordance with applicable law and University policies. The Office for Institutional Equity is responsible for following procedures to investigate reports of discrimination, harassment, sexual violence and retaliation. Reports of discrimination, harassment, sexual violence and/or retaliation may be made to the Office for Institutional Equity. Anonymous reports may be made through the University’s anonymous reporting system and will be investigated as thoroughly as is possible given the information reported.

As part of its commitment to ethics and compliance, Cleveland State University has contracted with EthicsPoint to provide a confidential reporting tool for CSU faculty, staff and students to anonymously report misconduct in the workplace or classroom setting due to mismanagement of funds, fraud, abuse or other violations of law or University policy. CSU is a public institution subject to Ohio’s public records law. Protected disclosures and investigatory records will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation, and in accordance with the Ohio Public Records Act. If you choose to disclose your identity while submitting a report, we may not be able to protect your identity should a public records request be made.

See this link for more information.

Questions And Answers About Sexual Harassment/ Unlawful Harassment

1. Why are we concerned with sexual harassment?
   Sexual harassment is prohibited by federal and state law and by Cleveland State University (CSU) policy. It creates an unacceptable educational and working environment and hurts individuals emotionally and physically. Sexual harassment is morally and ethically reprehensible and, in most cases, it is a misuse of power.

2. What type of conduct may be involved in sexual harassment?
   Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature* OR relating to a person’s gender.

3. When does unwelcome sexual or gender-related conduct become sexual/gender harassment?
   When submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic performance OR when such conduct has the purpose or effect of substantially interfering with a person’s work or academic performance OR creates an intimidating, hostile or offensive working or educational environment.

4. Who is protected from sexual/gender harassment?
   All individuals are protected from sexual/gender harassment. CSU’s non-discrimination policy specifically includes sexual orientation as a protected category. Thus, harassment on the basis of sexual orientation is prohibited.

5. In what type of situations can sexual/gender harassment occur?
   The law recognizes that sexual harassment may occur between individuals of the opposite sex or
between individuals of the same sex. Sexual harassment most commonly occurs in situations where there is a power relationship such as supervisor/supervisee and teacher/student. It also occurs in situations involving co-workers or between students.

6. **How does one determine that sexual/gender harassment has occurred?**
   In order to determine whether sexual/gender harassment has occurred, it is necessary to look at the totality of circumstances using a reasonable person standard. Facts to take into account include, among others, context, location, frequency of conduct, presence of a pattern, presence of physical threats and degree of interference. The conduct must be both objectively and subjectively offensive.

7. **What should I do in cases of sexual/gender harassment?**
   Report it to the Office for Institutional Equity (OIE) as soon as possible (Administration Center, Room 236, 2300 Euclid Ave., or call 216.687.2223). You are not required to complain first to the person who is harassing you, but you are encouraged to do if you feel comfortable. Students may seek advice and support from the Office of Student Life, the dean-chairpersons of their college, CSU’s Police Department, the Counseling Center or the Department of Residence Life. Faculty or staff may complain to their supervisor, the supervisor of the harasser, the Department of Human Resources, or any other faculty staff or management employee. If complaints are not resolved informally, you may file a written complaint with OIE. Under Title IX, a victim of sexual assault cannot and will not be required to pursue informal resolution of this severe form of sexual harassment. Similarly, if you observe what you believe constitutes harassment or discrimination of another member of the university community, you are encouraged to report this to one of the persons described above.

8. **If a person complains about sexual/gender harassment, what protection does the person have against the harassing party?**
   Retaliation is prohibited by law. Thus, the University will take appropriate action to prevent retaliation and to insure that the complainant is protected from further harm.

9. **Are complaints and reports of violations confidential?**
   It is the intent of CSU to attempt to keep any complaints or reports under this policy as confidential as possible. However, in order to ensure a fair and thorough investigation, complete confidentiality may not be possible. In any event, all persons with whom the allegations are discussed will be reminded of the confidential nature of the process.

10. **What if a false claim is made?**
    A complaint or report that the University’s sexual/gender harassment policy has been violated is a serious matter. Dishonest complaints or reports are also against our policy, and CSU will take appropriate action up to and including expulsion or termination if its investigation deliberately dishonest and bad faith accusations have been made. Please note that insufficient proof of discrimination or harassment is not the same as a false allegation.

11. **What happens after a formal complaint is made or a violation is reported?**
    OIE will promptly and thoroughly investigate any complaint or report of a violation of this policy and/or retaliation. Please understand that a thorough investigation can, in some cases, take several weeks. The OIE’s general investigation procedures will include a review of all applicable documents, an interview of the person making the complaint, an interview of the alleged violator, and interviews of additional witnesses. Other investigatory actions may also be taken.

12. **If a complaint of unlawful harassment is brought against me, what can happen to me?**
    A fair and impartial investigation will be conducted by OIE under established University
policies. If the allegations are substantiated and the conduct amounts to unlawful harassment, appropriate discipline will be imposed pursuant to the university disciplinary procedures. Under certain circumstances, external to the university, you may be liable for monetary damages.

13. Is sexual/gender harassment the only type of harassment prohibited by law or university policy?
No. Harassment on the basis of person’s race, color, religion, age, genetic information, disability (physical or mental), military/veteran status, ancestry, or national origin is also prohibited by law, consistent with applicable federal and state laws, including but not limited to Title IX of the Educational Amendments of 1972.

14. Does sexual harassment include sexual assault and misconduct?
Yes. Sexual assault is a serious and egregious form of sexual harassment and is prohibited by this policy, the Code of Student Conduct and state law.

For more information about OIE, please see website. www.csuohio.edu/offices/affirmativeaction

• Note that sexual harassment includes both unwelcome physical conduct, such as touching, making sexual gestures, and making or displaying lewd or sexual drawings or photographs, and unwelcome verbal conduct, such as sexual propositions, slurs, insults, jokes and other sexual comments. Sexual harassment may occur via e-mail communication or even through the use of social media.

IMPORTANT INFORMATION FOR COMPLAINANTS (ACCUSERS or VICTIMS) AND RESPONDENTS (ACCUSED)
This document contains important information for complainants (persons who are victims of discrimination, harassment or sexual violence) and respondents (persons accused of discrimination, harassment or sexual violence) of their rights during an investigation by the Office for Institutional Equity.

YOU HAVE THE RIGHT:
• To be treated fairly and with respect by University representatives.
• To be presumed not responsible for a policy violation until determined otherwise.
• To interim measures when possible and appropriate (e.g. change in living assignment, no contact order, academic arrangement, or other steps necessary to prevent unnecessary or unwanted contact with another person)
• To information and resources, including the nature of the complaint, OIE procedures and relevant University policies.
• To the presence of an advisor or support person during all phases of the investigation process.
• To answer questions outside of the physical presence of the other party.
• To identify witnesses and expect that OIE will contact relevant witnesses during the investigation.
• To be informed of and have access to available campus resources for medical, counseling and advisory services.
• To raise reasonable questions, either verbally or in writing, regarding the allegation(s) or information provided during the investigation process.
• To present relevant information, verbally and/or in writing, and to have that information considered during the investigation process.

• To an investigation and a timely, appropriate resolution of all good faith complaints of sexual violence, and protected class-based discrimination and harassment.

To an investigation and determination process governed by the OIE procedures and applicable University policies.

• To have OIE complaints investigated and outcomes determined by administrators who have received appropriate training.

• To be informed in advance, when possible, of any public release of information regarding the complaint or investigation.

• To refuse to participate in, or speak or answer any question(s) during the investigation process, with the understanding that OIE will conclude the investigation based on the available information.
APPENDIX 7

Graduate Assistant Applications

School of Social Work

GRADUATE ASSISTANTSHIP/TUITION GRANT APPLICATION 2019-2020

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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>CSU ID #</th>
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I am a :
____ new student accepted into the ____Regular Year ____ Part-Time or ____Advanced Standing MSW program.

____ current or returning student and will be in the ___ Foundation or___ Concentration year of my program when I begin the assistantship.

____ other [specify ________________________________ ]

Total credits I anticipate completing: Fall 2019 ______ Spring 2020 ______

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<th>Highest degree received</th>
<th>Institution</th>
<th>Major</th>
<th>Year Received</th>
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Provide a statement of your anticipated contribution as a research assistant for CSU faculty. Describe any research experience you have had in school and/or at work. (Attach additional pages, if needed.)

___________________________________________________________________________________________________________________________________________________________________________________________________

List any computer applications in which you are proficient:

Describe interesting work (or school) projects in which you have participated. (Attach additional pages, if needed.)

___________________________________________________________________________________________________________________________________________________________________________________________________

Describe your career goals. (Attach additional pages, if needed.)
GA/TG positions are competitive. Criteria for selection include background and experience as reflected in the application and resume, and academic performance (3.0 GPA required). Note that faculty will check students' CSU grades and transcript. Please attach your resume and return it along with the application and any attachments to:
Ms. Flo Roberts  f.roberts@csuohio.edu  Must be sent via email – no hard copies accepted.
APPENDIX 8

Bell Scholarship Application
Cleveland State University
School of Social Work
Winifred Bell Scholarship Announcement and Application

Background
In spring 2015, the School of Social Work established the Winifred Bell Scholarship, through an endowment made possible by a generous gift from Dr. Winifred Bell, a former faculty member. Dr. Bell was a gifted scholar, who conducted research and wrote extensively in the area of social security, public child welfare, and social welfare policy. She wrote the widely used textbook, *Contemporary Social Welfare* while on faculty at CSU. Prior to joining the faculty at CSU in the 1980s, Dr. Bell was an Assistant Secretary at the Department of Health and Human Services in the Kennedy Administration. During this time, she was instrumental in shaping social security and public welfare policies. Prior to her retirement from CSU, Dr. Bell told her colleagues how much she enjoyed being on the faculty, and felt enriched through her scholarship at teaching at CSU. Her generous gift will benefit social work students for years to come.

The Winifred Bell Scholarship is competitive, is based both on merit and on need, and is awarded annually to either a BSW student in their senior, or final year of school, or an MSW student in their specialization year, or last year of their graduate studies.

If you wish to apply for a scholarship, please follow the instructions below, complete the required information, and submit by the due date. Applications past the due date will not be considered.

Eligibility
- Must be a Cleveland State University MSW or BSW student in good academic standing and in their final year of school (seniors for BSWs; second, or specialization year for MSWs).
- Enrolled in at least 9 credits of coursework/field instruction.
- Must demonstrate financial need.

Instructions

Complete and submit application electronically by May 15, 2019, to Cathleen Lewandowski c.lewandowski@csuohio.edu

To apply: Submit 1) scholarship application, 2) current resume documenting education, work, extracurricular and service activities, and 3) 500-word original essay.

Amount
- $10,000

Number of scholarships available
- 1 (one)
Winifred Bell Scholarship Application

Personal Information

First Name: ____________________  Last Name: ____________________

CSU ID:_________________________

Address: _______________________________________________________

City: ______________________________  ___________________________

State: _______  Zip: ______

Email Address: __________________________________________

Phone: __________________(home)  ____________________________(cell)

Educational Information

Year in Program

Senior BSW _____  Specialization Year MSW _____

Number of Credits Enrolled_____

Anticipated Graduation Date_____

Description of Financial Need. Briefly describe your financial need.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Resume

Please submit a current resume. (1 to 2 pages)

Essay:

Submit an original 500-word essay focus on social security or public child welfare. Address the following questions in your essay: What do you perceive are the main strengths and challenges to social security or child welfare today? To what extent do you believe social security or child welfare should be reformed? Describe the reform or change you believe is important and provide a rationale for this reform or change.
APPENDIX 9

ENTERLINE SCHOLARSHIP
Enterline Scholarship (2019-2020 Academic Year)
   The scholarship amount has not yet been determined for this year. Historically, the scholarship covers or nearly covers the full time tuition for Fall and Spring Semester.

Enterline (Description) The Enterline Scholarship was established by Larry Enterline, who retired as President and CEO of COMSYS IT partners in 2010. The Enterline Foundation is committed to delivering resources to help individuals with special needs who are intellectually disabled and developmentally disabled. Once awarded, the scholarship recipient is required to complete their internship at one of the following preferred agencies: Hattie Larlham, The Deepwood Foundation, New Avenues, Bittersweet Farms, Koinonia Homes, Murray Ridge Center, The Nicholson Center, Sunshine Foundation, Inc. Nuhop Center for Experimental Learning, Catholic Charities Health and Human Services, Help Foundation, Inc. Scholarship recipient will have demonstrated potential to be a “future leader”, who is interested in advocating and leading change.

Applicants must be a BSW student in field practicum, Fall, 2018.

Interested students should complete this application and submit electronically to: Cathleen Lewandowski c.lewandowski@csuohio.edu by: 12 noon June 5, 2019

1. Name of applicant: ____________________________________________
2. CSU ID: ______________________________________________________
3. Address: _____________________________________________________
4. Telephone: ___________________________________________________
5. CSU Email: ___________________________________________________
6. Overall GPA: __________
7. Social Work GPA: __________
8. Phi Alpha Member Yes ______ No ______ If yes, year inducted _________
9. Please provide the name, and contact information of a reference who could speak to your qualifications for this award.
   Name: _________________________________________________________
   Address: _______________________________________________________
   Phone Number: _______________________________________________
   Email: ________________________________________________________
10. Briefly explain your financial need:

11. Background Information and Non-academic Achievement

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ESSAY Please provide an essay describing 1) your experience and/or interest in leadership, advocacy and in leading change, and 2) your interest in working with individuals with an intellectual or developmental disability. (MAX 700 WORDS).
Dr. Elizabeth Lewis Scholarship: Dr. Elizabeth Lewis was a professor at Cleveland State University in the School of Social Work from 1973 – 1990. She retired from Cleveland State University after 17 years of teaching. Prior to joining the university faculty, Dr. Lewis was a social work practitioner serving the neighborhoods and communities of Cleveland. This scholarship was created to encourage and assist CSU social work students who choose to focus on community-based social work with a special affinity for working with groups.

Interested students should complete this application and submit electronically to Cathleen Lewandowski c.lewandowski@csuohio.edu by 12:00 PM, May 15, 2019

1. Name of applicant: ________________________________

2. CSU ID: ________________________________

3. Address: _______________________________________

4. Telephone: ________________________________

5. CSU Email: ________________________________

6. Overall GPA: __________

7. Social Work GPA: __________

8. Briefly explain your financial need:

9. ESSAY Please provide an essay describing your interest and/or affinity for community-based social work and for working with groups. (MAX 500 WORDS).