



MSW Student Handbook Academic Year 2020 - 2021

This MSW Student Handbook delineates the policies and procedures determined by the NCSSS faculty for the MSW program. Master's students are also subject to the policies and regulations found in the CUA Student Handbook and the CUA Graduate Studies Announcements. In case of conflict among these sources, the MSW Student Handbook governs.

Updated: September 1, 2020

**National Catholic School of Social Service
The Catholic University of America
620 Michigan Ave. NE
Shahan Hall**

Washington, DC 20064

Phone: 202-319-5458

Fax: 202-319-5093



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

Washington, DC 20064

Dear New and Continuing MSW Students:

As the new Dean, I am excited to welcome you to the MSW program at The Catholic University of America National Catholic School of Social Service (CUA NCSSS). This has been a difficult time for all of us as we experience the COVID-19 pandemic that has changed everything about our daily lives. The horrific killing of George Floyd and too many other people of color has spurred demonstrations and debate on institutional racism in our country. Now more than ever we need social workers to address these issues so you could not have picked a more important time to embark on your educational journey to become a professional social worker.

While 2020 has thrown us quite a few challenges, I, along with the faculty and staff at NCSSS, are ready to support you as you begin this academic year. For NCSSS, there is nothing more important than our students' success as we prepare social workers who will serve people and communities who are vulnerable, oppressed, and living in poverty. Since 1918, NCSSS has provided excellent social work education that prepares you for a meaningful career as a professional social worker.

As an MSW student at CUA NCSSS, you will be part of an academic community located in Washington, D.C. and beyond, that explicitly promotes the dignity of all people and a commitment to social, racial, economic, and environmental justice. It is the grounding of Catholic social teaching that sets our school of social service apart from other schools of social work. There is a richness of tradition in CUA NCSSS where "service to others" is embedded in its mission and goals, and permeates every major initiative in our community of faculty, staff, students, and alumni.

I encourage you to set high professional and ethical standards and take advantage of the talents and experience of the National Catholic School of Social Service faculty and staff, its alumni association, and the entire University. My colleagues and I promise to provide you with the tools of research, and the wisdom of our experience, as you stretch your mind and immerse yourself into the social work profession. We will encourage you, guide you, and remind you of our abiding belief in your ability to impact social policy, to serve as agents of change, and to create new opportunities to enhance the practice of social work. Let us work together for a successful year where each of you will reach your highest potential and our profession will reap the efforts of your work. All the best as you work to achieve your goals this academic year and beyond!

Jo Ann R. Regan, PhD, MSW
Dean, National Catholic School of Social Service (NCSSS)
reganj@cua.edu 202-319-5472

Christine Anlauf Sabatino, PhD, MSW, LICSW, Assistant Dean, Professor & MSW Program Chair

Randall O'Toole, MSW, LICSW, Clinical Assistant Professor & Online MSW Program Chair

Table of Contents

Academic Calendar 2020-2021	Page 4
Mission Statement & Goals of the Catholic University of America & NCSSS	Page 8
Goals of the Master of Social Work Program	Page 9
Council of Social Work Education Competencies	Page 10
MSW Curriculum	Page 11
<ul style="list-style-type: none"> • Page 11 - Foundation Year Curriculum • Page 12 - Advanced Year Curriculum • Page 13 - Foundation Year Program at a Glance • Page 14 - Advanced Program at a Glance 	
MSW Academic Advising Forms	Page 15
MSW Online Curriculum	Page 19
<ul style="list-style-type: none"> • Page 19 - MSW Online Asynchronous Part-Time Academic Plan • Page 20 - MSW Online Asynchronous Accelerated Academic Plan • Page 21 - MSW Online Asynchronous Full-Time Academic Plan 	
Online Advisement	Page 22
MSW Course Descriptions	Page 24
Degree Requirements	Page 29
<ul style="list-style-type: none"> • Page 30 - Student Portfolio Requirement • Page 33 - Writing Requirement: Scholarly Papers • Page 34 - Field Education: Field Hours; Grading; Insurance; Leave 	
Student Confidentiality Agreement	Page 36
Academic Policies and Procedures	Page 37
<ul style="list-style-type: none"> • Ethical Conduct and Responsibility: NASW Code of Ethics, Copyright Laws • Formal Papers and Writing Assistance; University Grading Policies • Grades of Incomplete; Registration Information; Add/Drop • Continuous Enrollment, Leave of Absence/Withdrawal Procedures/Tuition Refunds 	
Registration Information	Page 43
Tuition Refund Policy; Course Load; Transfer Elective Credits	Page 44
Course Load	Page 45
University Grievance Policy	Page 46
Student Rights Under the Americans with Disabilities Act	Page 47
NCSSS Academic Review Committee	Page 49
Graduation Information	Page 51
Qualifying Exams to Waive Foundation Year Courses	Page 51
Non-Degree Course Enrollment	Page 51
Master's Student Association	Page 52
NCSSS Alumni Association	Page 52
Financial Aid and Tuition Information	Page 53
Enrollment (Tuition) Services	Page 54

On Campus Academic Calendar 2020-2021
Fall Semester 2020

Please see online calendar for specific online course dates

Tuesday, March 24	Registration for Fall Semester 2020 begins (use Cardinal Students)
Thursday, August 20	New student orientation begins
Monday, August 24	Opening of classes
Thursday, September 3	Mass of the Holy Spirit - University Mass, 12:10 p.m.
Friday, September 4	Last day to register or add regular session courses for credit, including comprehensive exams and internships (use Cardinal Students)* Last day to drop regular session courses without record (use Cardinal Students)*
Monday, September 7	Labor Day (Holiday: No classes)
Wednesday, September 16	Class of 2024 Convocation, 9:00 a.m.
Friday, September 25	Final date to deposit theses and dissertations for Summer 2020 graduation
Thursday, October 1	Last day for Summer 2020 graduation candidates to submit online diploma application (use Cardinal Students)
Monday, October 5 – Friday, October 9	Faculty submit interim grades for freshmen
Friday, October 9	Midterm Last day to resolve grades of Incomplete from the previous semester Last day to change to audit (must have dean's permission)
Monday, October 12	Columbus Day (Holiday: No classes)
Tuesday, October 13	Administrative Monday: Classes follow a Monday schedule this day; Tuesday classes do not meet
Monday, October 19	Pre-registration advising begins

Tuesday, October 27	Registration for Spring (Second) Semester 2021 begins (use Cardinal Students).
Sunday, November 1	All Saints Day
Monday, November 2	All Souls Liturgy - Memorial Mass for deceased of the university community
Friday, November 6	Last day to withdraw from regular session classes with a "W" grade (use Cardinal Students)*
Friday, November 13	Last day to request pass/fail option (undergraduates only; must have dean's permission)
Tuesday, November 24	Last day of in person instruction for the semester
Wednesday, November 25	Thanksgiving recess begins
Monday, November 30	Classes resume online only
Saturday, December 5	Last day of classes
Tuesday, December 8	Patronal Feast of the Immaculate Conception (Holiday & Reading Day)
Monday, December 7 & Wednesday, December 9 - Saturday, December 12	Final Examination Period
Tuesday, December 15	All final grades due by 3:00 p.m.
Monday, January 4, 2021	Last day for Fall 2020 graduation candidates to submit online diploma application (use Cardinal Students)
Friday, January 8, 2021	Final date to deposit theses and dissertations for Fall 2020 graduation

Spring Semester 2021

Tuesday, October 27, 2020	Registration for Spring Semester 2021 begins (use Cardinal Students)
Monday, January 4	Last day for Fall 2020 graduation candidates to submit online diploma application (use Cardinal Students)
Monday, January 11	Opening of classes

Monday, January 18	Martin Luther King Jr. Day (Holiday: No Classes)
Wednesday, January 20	Inauguration Day (Holiday: No Classes)
Friday, January 22	Last day to register or add regular session courses for credit, including comprehensive exams and internships (use Cardinal Students)* Last day to drop regular session courses without record (use Cardinal Students)*
Thursday, January 28	Patronal Feast of St. Thomas Aquinas University Mass , 12:10 p.m.; No classes held between 11:50 a.m. and 3:00 p.m.
Friday, January 29	March for Life - No classes between 11:00 am and 3:10 pm
Wednesday, February 17	Ash Wednesday
Monday, February 22 - Friday, February 26	Faculty submit interim grades for freshmen
Tuesday, February 23	Administrative Monday: Classes follow a Monday schedule this day; Tuesday classes do not meet
Friday, February 26	Midterm Last day to resolve grades of Incomplete from the previous semester Last day to change to audit (must have dean's permission)
Friday, March 5	Last day for Spring 2021 degree candidates to submit online diploma application (use Cardinal Students)
Monday, March 8	Spring recess begins
Monday, March 15	Classes resume Pre-registration advising for Fall 2021 begins Registration for Summer 2021 begins (use Cardinal Students)
Tuesday, March 23	Registration for Fall (First) Semester 2021 begins (use Cardinal Students)
Wednesday, March 31	Last day to withdraw from regular session courses with a "W" grade (use Cardinal Students)*
Thursday, April 1	Holy Thursday. No Classes; Easter recess begins

Friday, April 2	Good Friday
Sunday, April 4	Easter Sunday
Monday, April 5	Easter Monday
Tuesday, April 6	Classes resume
Wednesday, April 7	Last day to request pass/fail option (undergraduates only; must have dean's permission)
Saturday, April 10	Founders Day
Friday, April 30	Final date to deposit theses and dissertations for May 2020 graduation
Saturday, May 1	Last day of classes
Sunday, May 2 - Monday, May 3	Reading Period
Tuesday, May 4 - Saturday, May 8	Final examination period
Monday, May 10	Grades for graduating students due by noon
Tuesday, May 11	All other grades due by 3:00 p.m.
Friday, May 14	Baccalaureate Mass
Saturday, May 15	Commencement Exercises
Friday, May 21	Law School Commencement
Monday, May 10 - Saturday, August 14	Summer Session

Mission of the Catholic University of America and National Catholic School of Service

As the national university of the Catholic Church in the United States, founded and sponsored by the bishops of the country with the approval of the Holy See, The Catholic University of America is committed to being a comprehensive Catholic and American institution of higher learning, faithful to the teachings of Jesus Christ as handed on by the Church. Dedicated to advancing the dialogue between faith and reason, The Catholic University of America seeks to discover and impart the truth through excellence in teaching and research, all in service to the Church, the nation and the world. (Approved by the Board of Trustees, December 12, 2006)

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

Further elaboration of the University's mission statement is found at:

<http://www.cua.edu/about-cua/mission-statement.cfm>

NCSSS Mission

Derived from the mission of The Catholic University of America and that of the social work profession, the mission of the National Catholic School of Social Service is to educate students from diverse faiths and cultures who in their professional endeavors will embody the values of social justice, service, and scholarship. This mission is grounded in the justice and charity foundation of Catholic social teachings and the tradition of a modern university that welcomes all forms of human inquiry. (2010)

NCSSS Goals

1. To advance knowledge, values, and competencies through the development, application, and dissemination of theory and research relevant to the social work profession.
2. To serve and empower vulnerable, oppressed, and impoverished people and communities.
3. To promote social and economic justice and individual and societal well-being in the context of The Catholic University of America, social work profession, and the needs of the local, national, and global community.

GOALS OF THE MASTER OF SOCIAL WORK PROGRAM
(Approved by the MSW Program Committee on February 8, 2018)

In fulfillment of the National Catholic School of Social Service mission, the mission of the MSW Program is to prepare advanced practitioners who, consistent with their chosen concentrations, act as agents of change to promote individual and societal well-being through a curriculum that is current with the demands of the changing practice environment.

Program Goals:

Located in the nation's capital, the NCSSS MSW Program strives to fulfill this mission through a student-centered faculty approach that focuses on providing personalized interaction and mentorship. Our program seeks to prepare the next generation of innovative, person-centered social work leaders who:

1. Develop and demonstrate a commitment to the values and ethical principles of the social work profession as well as to the tenets of Catholic Social Teaching.
2. Pursue social, economic, and environmental justice in local, national, and international communities, and in all practice settings.
3. Foster a commitment to diversity and cultural humility by engaging in anti-oppressive practices and amplifying the voices of people who are marginalized and oppressed.
4. Attend to spiritual, religious, mindful, and contemplative needs of people in their environments.
5. Demonstrate critical thinking throughout their careers in the use and creation of interventions that are theoretically-based, research-informed, and culturally responsive while working in policy arenas and with communities, organizations, groups, and individuals.

COUNCIL ON SOCIAL WORK EDUCATION'S CORE COMPETENCIES

In accordance with the Council on Social Work Education, the following Core Competencies will also be achieved by the student through the completion of the MSW Program:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

(Council on Social Work Education, 2015 Educational Policy and Accreditation Standards, <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>)

MSW CURRICULUM

The MSW curriculum consists of generalist foundation knowledge (thirty credits) and advanced knowledge (thirty credits). In the advanced year, we educate three types of advanced social work practitioners:

- (1) social workers engaged in Clinical practice, who are eligible to be licensed clinical social workers in various direct practice settings;
- (2) social workers engaged in Social Change practice, who are prepared for careers in policy analysis, policy advocacy, community organizing, social development, and human service management.
- (3) social workers in Combined practice, who are eligible in many but not all states to be licensed clinical social workers and prepared to engage in broader action for social change.

MSW students may complete the 60-credit MSW program within a minimum of two years and a maximum of five years. During the graduate program, students complete 12 credits of field placement (two placements over four semesters) and 48 credits of coursework.

Full-time students complete the 60-credit MSW program in two academic years, taking 15 credits per semester. All full-time foundation years students must have completed or be concurrently registered for SSS 570, 581, 571, and 606 in order to enroll for SSS 673; similarly, they must have completed or be concurrently registered for SSS 582, 572, NEW Course TBD, and 605 in order to registering for SSS 674.

All planned part-time students must take at least 6 hours of academic credit during the fall and spring per semester, and may take up to 9 hours of academic credit. In order to graduate in four years, part-time students may have to take course(s) during summer sessions, depending on whether 6 or 9 credit hours have been taken during fall and spring semesters. While we make every effort to offer many courses during late afternoon and evening hours, it is imperative that students understand that they will not be able to complete the entire MSW curriculum only during evening hours. Part-time students generally complete the MSW program within 4 years.

Foundation Curriculum

NCSSS is undertaking a curriculum review that may lead to some changes in the following information. As of now, *Social Welfare Policy and Services I and II* (581, 582) present the historical and contemporary context for understanding social work practice. Students learn the political and organizational processes that are used to influence policy as well as develop skill in policy analysis and policy advocacy. With a focus on affecting policy change for vulnerable and stigmatized populations, issues of power and oppression are considered. A New Course (591) provides an integrative approach to theory, research, and practice for foundation year students and will replace *Social Work Research* (590).

Human Behavior and Social Environment (571) utilizes an ecological perspective to examine the theoretical frameworks related to the bio-psycho-social-spiritual aspects of human development. *Human Development and Psychopathology* (572), utilizes a “life course perspective” to analyze pathological human behavior. A discrete course in *Diversity in a Multicultural Society* (570) examines the history of diversity and discrimination, enhancing self-awareness and sensitivity for using cultural humility in social work practice. The generalist model of social work practice is introduced through the two *Generalist Practice* courses (605 – *Social Work Practice with Individuals, Families and Groups*, and 606 – *Social*

Work Practice with Groups, Organizations and Communities) and an integrating seminar (673/4). Supplementing supervised practice in the field, the seminar provides the opportunity for practicing skills through role play, case and project presentation, and seminar discussion. The seminar instructor serves as the liaison between the field agency and the School, maintaining and enhancing that link.

Advanced Curriculum

The Advanced Curriculum is under review by the faculty across all concentrations and students admitted Fall 2020 may see changes in required coursework.

As of now, however, the following applies.

Upon completion of the Foundation Curriculum, MSW students choose among the Clinical, Social Change, and Combined concentrations. Again, NCSSS is undertaking a curriculum review that may lead to some changes in the following information.

Clinical concentrators choose two of four theory and practice courses with individuals at various points in the life cycle (801, 802, 803, 804) as well as completing a family course (822). These methods are further supported by an advanced theory course, either *Psychodynamic* (723), *Cognitive/Behavioral* (724), or *Attachment* (653). *Evaluation of Social Work Practice* (756) or *Evaluation of Social Work Programs* (757) and *Ethics* (740) reinforce the empirical and value bases of clinical social work.

Clinical Field Instruction and Integrative Seminar I & II (871/872) are the capstone courses. Clinical concentrators round out their program with six hours of free electives.

Social Change concentrators complete one of two theory courses (*Theories of Social Justice or Organizational Theory* (946 or 880) and three of four Practice courses: *Advanced Policy Analysis, Social Work Management, Community Organizing, and Social Issues in International Development* (831, 832, 835, 886). *Program Evaluation* (757) and *Ethics* (740) support these indirect methods of social work practice. *Social Change Field Instruction and Integrative Seminar I & II* (875/876) are the capstone courses. Macro students also have six hours of free electives.

The Combined Concentration is uniquely designed to meet the needs of individual students who wish to prepare for clinical social work practice as well as policy, planning, and administration. Students take one clinical theory course (see above)(801, 802, 803, 804), two social change theory courses (831, 832, 835, 886), one advanced methods theory course (723, 724, 653); one macro theory course (880, 946), one evaluation course (756, 757), and ethics (740) The *Combined Field Instruction and Integrative Seminar I & II* (873/874) are the capstone courses. Combined students also have three hours of free electives.

Advanced-Year Full and Part-Time course selections are to be approved by your academic advisor to confirm that prerequisite courses have been completed and all required courses for the concentration have been fulfilled to meet the requirements for the degree Master of Social Work. Again, part-time students are to take at least six but not more than nine credit hours per semester.

MSW CURRICULUM AT A GLANCE FOUNDATION CURRICULUM

570	<i>Diversity in a Multicultural Society (3 credits)</i>
571	<i>Human Behavior and the Social Environment I (3 credits)</i>
572	<i>Human Development and Psychopathology (3 credits)</i>
581	<i>Social Welfare Policy and Services I (3 credits)</i>
582	<i>Social Welfare Policy and Services II (3 credits)</i>
591	<i>New Course (3 credits)</i>
605	<i>Generalist Practice with Individuals, Families and Groups (3 credits)</i>
606	<i>Generalist Practice with Groups, Communities and Organizations (3 credits)</i>
673/674	<i>Foundation Field Education and Seminar I & II (3 credits ea.)</i>

Full-Time Program	
Fall Semester	Spring Semester
605	606
570	572
571	591
581	582
673	674

Part-Time Program Plan 1 *

Fall 1	Spring 1	Fall 2	Spring 2
570	572	605	606
571	591	673	674
581	582		

Part-Time Program Plan 2 *

Spring 1	Summer	Fall 1*	Spring 2*
570	581 session 1	605	606
571	582 session 2	673	674
		572	591

Part-Time Program Plan 3

Fall 1	Spring 1	Summer	Fall 2	Spring 2
570	572	581 session 1	605	606
571	591	582 session 2	673	674

***Please note: graduate students enrolled in 8 or more credits hours per semester are billed at the full-time tuition rate.**

ADVANCED YEAR CURRICULUM

The Advanced Curriculum is under review by the faculty across all concentrations and students admitted Fall 2020 may see changes in required coursework.

As of now, however, the following applies.

*All Incoming **Advanced Standing** students must choose from advanced year coursework aligned with their area of concentration since they have completed all MSW Foundation Year requirements.*

Clinical Concentration	
801, 802, 803, 804 (<i>elect 2</i>)	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
822	Clinical SW with Families
723, 724, 653 (<i>elect 1</i>)	Psychodynamic theory; Cognitive –Behavioral theory; Attachment Theory and Neurobiology
756, 757 (<i>elect 1</i>)	Evaluation of SW Practice; Evaluation of SW Programs
740	Ethics
871, 872	Clinical Field Instruction and Integrative Seminar I & II
6 elective credit hours	<i>Elect 6 credit hours of free electives</i>
Social Change Concentration	
831, 832, 835, 886 (<i>elect 3</i>)	Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development
880, 946 (<i>elect 1</i>)	Organizational Theory & Change; Theories of Social Justice
757	Evaluation of SW Programs
740	Ethical Issues in SW
875, 876	Social Change Field Instruction & Integrative Seminar I & II
6 elective credit hours	<i>Elect 6 credit hours of free electives</i>
Combined Concentration	
801, 802, 803, 804 (<i>elect 1</i>)	Clinical SW with Older Adults; Adults; Adolescents and Young Adults; Children
831, 832, 835, 886 (<i>elect 2</i>)	Advanced Policy Analysis; Management of Non-Profit Organizations; Community Organizing; Issues in International Social Development
723, 724, 653 (<i>elect 1</i>)	Psychodynamic theory; Cognitive –Behavioral theory; Attachment Theory and Neurobiology
880, 946 (<i>elect 1</i>)	Organizational Theory & Change; Theories of Social Justice
756, 757 (<i>elect 1</i>)	Evaluation of SW Practice; Evaluation of SW Programs
740 (required)	Ethical Issues in SW
873, 874	Combined Field Instruction & Integrated Seminar I & II
3 elective credit hours	<i>Elect 3 credit hours of free electives</i>

MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION _____

STUDENT _____

ADVISOR _____

ENROLLMENT STATUS: FT PT

PHONE _____ E-MAIL _____

FIELD PLACEMENT _____

+++++

FOUNDATION CURRICULUM

	SEMESTER	YEAR
SSS 570 DIVERSITY IN A MULTICULTURAL SOCIETY		
SSS 571 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT I		
SSS 572 HUMAN DEVELOPMENT & PSYCHOPATHOLOGY		
SSS 581 SOCIAL WELFARE POLICY & SERVICES I		
SSS 582 SOCIAL WELFARE POLICY & SERVICES II		
SSS 591 NEW COURSE		
SSS 605 GENERALIST S. W. PRACTICE <IND, FAM, GRPS		
SSS 606 GENERALIST S. W. PRACTICE <GRPS, COMM, ORGS		
SSS 673 FOUNDATION SEMINAR AND FIELD EDUCATION I		
SSS 674 FOUNDATION SEMINAR AND FIELD EDUCATION II		

ADVISEMENT NOTES:

STUDENT SIGNATURE: _____ ADVISOR SIGNATURE: _____

MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION _____

STUDENT _____

ADVISOR _____

ENROLLMENT STATUS: FT PT

PHONE _____ E-MAIL _____

FIELD PLACEMENT _____

+++++

ADVANCED CURRICULUM CLINICAL CONCENTRATION

	SEMESTER	YEAR
SSS 801 CLINICAL SW with OLDER ADULTS		
SSS 802 CLINICAL SW with ADULTS		
SSS 803 CLINICAL SW with ADOLESCENTS & YOUNG ADULTS		
SSS 804 CLINICAL SW with CHILDREN		
(ELECT 2)		
SSS 822 CLINICAL SW with FAMILIES		
SSS 723 PSYCHODYNAMIC THEORY & SOCIAL FUNCTIONING		
SSS 724 COGNITIVE BEHAVIORAL THEORY		
SSS 653 ATTACHMENT THEORY & NEUROBIOLOGY		
(ELECT 1)		
SSS 756 PRACTICE EVALUATION		
SSS 757 PROGRAM EVALUATION		
(ELECT 1)		
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW		
SSS 871 ADVANCED SEMINAR & FIELD EDUCATION I		
SSS 872 ADVANCED SEMINAR & FIELD EDUCATION II		
ELECTIVES (6 credits)		

STUDENT SIGNATURE: _____ ADVISOR SIGNATURE: _____

MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION _____

STUDENT _____

ADVISOR _____

ENROLLMENT STATUS: FT PT

PHONE _____ E-MAIL _____

FIELD PLACEMENT _____

+++++

ADVANCED CURRICULUM SOCIAL CHANGE CONCENTRATION

	FALL	SPRING
SSS 831 ADVANCED POLICY ANALYSIS		
SSS 832 NONPROFIT MANAGEMENT		
SSS 835 COMMUNITY ORGANIZING		
SSS 886 ISSUES IN INTERNATIONAL SOCIAL DEV.		
(ELECT 3)		
SSS 880 ORGANIZATIONAL THEORIES AND CHANGE		
SSS 946 THEORIES OF SOCIAL JUSTICE		
(ELECT 1)		
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW		
SSS 757 PROGRAM EVALUATION		
SSS 873 ADVANCED SEMINAR & FIELD EDUCATION I		
SSS 874 ADVANCED SEMINAR & FIELD EDUCATION II		
ELECTIVES (6 CREDITS)		

STUDENT SIGNATURE: _____ ADVISOR SIGNATURE: _____

MSW ACADEMIC ADVISING

DATE OF ADVISING SESSION _____

STUDENT _____

ADVISOR _____

ENROLLMENT STATUS: FT PT

PHONE _____ E-MAIL _____

FIELD PLACEMENT _____

ADVANCED CURRICULUM COMBINED CONCENTRATION

	FALL	SPRING
SSS 801 CLINICAL SW with OLDER ADULTS		
SSS 802 CLINICAL SW with ADULTS		
SSS 803 CLINICAL SW with ADOLESCENTS & YOUNG ADULTS		
SSS 804 CLINICAL SW with CHILDREN		
(ELECT 1)		
SSS 831 ADVANCED POLICY ANALYSIS		
SSS 832 NONPROFIT MANAGEMENT		
SSS 835 COMMUNITY ORGANIZING		
SSS 886 ISSUES IN INTERNATIONAL SOCIAL DEVELOPMENT		
(ELECT 2)		
SSS 723 PSYCHODYNAMIC THEORY & SOCIAL FUNCTIONING		
SSS 724 COGNITIVE BEHAVIORAL THEORY		
SSS 653 ATTACHMENT THEORY & NEUROBIOLOGY		
(ELECT 1)		
SSS 880 ORGANIZATIONAL THEORIES AND CHANGE		
SSS 946 THEORIES OF SOCIAL JUSTICE		
(ELECT 1)		
SSS 756 PRACTICE EVALUATION		
SSS 757 PROGRAM EVALUATION		
(ELECT 1)		
SSS 740 ETHICAL ISSUES in CONTEMPORARY SW		
SSS 873 ADVANCED SEMINAR & FIELD EDUCATION I		
SSS 874 ADVANCED SEMINAR & FIELD EDUCATION II		
ELECTIVE (3 credits)		

STUDENT SIGNATURE: _____ ADVISOR SIGNATURE: _____



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

MSW Online Asynchronous Part-Time Academic Plan

- Enrolled in 3 classes per semester. Each semester has two 8-week sessions for 10 semesters
- Field practicums and integrative seminars run the full 16 weeks of the semester.

Foundation Curriculum

First semester

- SSS 570D Diversity in a Multicultural Society (session 1)
- SSS 571D Human Behavior and the Social Environment I (session 2)

Second semester

- SSS 572D Human Development and Psychopathology (session 1)
- SSS 581D Social Welfare Policy and Services I (session 2)

Third semester

- SSS 590D Social Work Research Methods (session 1)
- SSS 582D Social Welfare Policy and Services II (session 2)

Fourth semester

- SSS 606D Generalist Practice with Groups, Communities & Organizations (session 1)
- SSS 673D Foundation Field Education and Integrative Seminar I (sessions 1 and 2)

Fifth semester

- SSS 605D Generalist Practice with Individuals, Families, & Groups (session 2)
- SSS 674D Foundation Field Education and Integrative Seminar II (sessions 1 and 2)

Advanced Curriculum with a Clinical Concentration

Sixth semester

- SSS 740D Ethical Issues in Contemporary Social Work (session 1)
- SSS 756D Evaluation of Social Work Practice (session 2)

Seventh semester

- SSS 723D Psychodynamic Theory and Social Functioning (session 1)
- SSS 802D Clinical Social Work with Adults (session 2)

Eighth semester

- SSS 724D Cognitive-Behavioral Theory and Social functioning (session 1)
- SSS 805D Clinical Social Work with Children and Adolescents (session 2)

Ninth semester

- SSS 822D Clinical Social Work with Families: Strengths-based Model (session 1)
- SSS 871D Clinical Field Instruction and Integrative Seminar I (sessions 1 and 2)

Tenth Semester

- SSS 656D Assessment, Diagnosis and Treatment of Mental Illnesses (session 2)
- SSS 872D Clinical Field Instruction and Integrative Seminar II (sessions 1 and 2)



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

MSW Online Accelerated Academic Plan

- Enrolled in 3 classes per semester. Each semester has two 8-week sessions for 8 semesters
- Field practicums and integrative seminars run the full 16 weeks of the semester.

First semester

SSS 570D Diversity in a Multicultural Society (session 1)
SSS 571D Human Behavior and the Social Environment I (session 2)
SSS 581D Social Welfare Policy and Services I (session 2)

Second semester

SSS 572D Human Development and Psychopathology (session 1)
SSS 590D Social Work Research Methods (session 1)
SSS 582D Social Welfare Policy and Services II (session 2)

Third semester

SSS 606D Generalist Practice with Groups, Communities & Organizations (session 1)
SSS 673D Foundation Field Education and Integrative Seminar I (sessions 1 and 2)

Fourth semester

SSS 605D Generalist Practice with Individuals, Families, & Groups (session 2)
SSS 674D Foundation Field Education and Integrative Seminar II (sessions 1 and 2)

Advanced Curriculum with a Clinical Concentration

Fifth semester

SSS 740D Ethical Issues in Contemporary Social Work (session 1)
SSS 802D Clinical Social Work with Adults (session 2)
SSS 756D Evaluation of Social Work Practice (session 2)

Sixth semester

SSS 723D Psychodynamic Theory and Social Functioning (session 1)
SSS 724D Cognitive-Behavioral Theory and Social functioning (session 1)
SSS 805D Clinical Social Work with Children and Adolescents (session 2)

Seventh semester

SSS 822D Clinical Social Work with Families: Strengths-based Model (session 1)
SSS 871D Clinical Field Instruction and Integrative Seminar I (sessions 1 and 2)

Eighth Semester

SSS 656D Assessment, Diagnosis and Treatment of Mental Illnesses (session 2)
SSS 872D Clinical Field Instruction and Integrative Seminar II (sessions 1 and 2)



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

MSW Online Full-Time Academic Plan

- Enrolled in 3 classes per semester. Each semester has two 8-week sessions for 4 semesters
- Field practicums and integrative seminars run the full 16 weeks of the semester.

Foundation Curriculum

First semester

SSS 570D Diversity in a Multicultural Society (session 1)
SSS 606D Generalist Practice with Groups, Communities & Organizations (session 1)
SSS 571D Human Behavior and the Social Environment I (session 2)
SSS 581D Social Welfare Policy and Services I (session 2)
SSS 673D Foundation Field Education and Integrative Seminar I (sessions 1 and 2)

Second semester

SSS 572D Human Development and Psychopathology (session 1)
SSS 582D Social Welfare Policy and Services II (session 1)
SSS 605D Generalist Practice with Individuals, Families & Groups (session 2)
SSS 590D Social Work Research Methods (session 2)
SSS 674D Foundation Field Education and Integrative Seminar II (sessions 1 and 2)

Advanced Curriculum with a Clinical Concentration

Third Semester

SSS 723D Psychodynamic Theory and Social Functioning (session 1)
SSS 740D Ethical Issues in Contemporary Social Work (session 1)
SSS 756D Evaluation of Social Work Practice (session 2)
SSS 802D Clinical Social Work with Adults (session 2)
SSS 871D Clinical Field Instruction and Integrative Seminar I (sessions 1 and 2)

Fourth semester

SSS 724D Cognitive-Behavioral Theory and Social functioning (session 1)
SSS 822D Clinical Social Work with Families: Strengths-based Model (session 1)
SSS 656D Assessment, Diagnosis and Treatment of Mental Illnesses (session 2)
SSS 805D Clinical Social Work with Children and Adolescents (session 2)
SSS 872D Clinical Field Instruction and Integrative Seminar II (sessions 1 and 2)

MSW Online Advisement

Online Students will receive an online advisement sheet via Google Drive. This electronic form will contain the most current advisement and program plan information. When a student starts a program the columns on the right will be filled in with the year of the semester they are to take that class. If there are changes to the program they will be changed on the form. The student will e-sign the form (type their name on the line that says student signature). This form is online only.

MSW ONLINE ACADEMIC ADVISING

Name:
Advisor
Phone:

ID:
Plan Enrollment: PT ____ ACC ____ FT ____
Email:

+++++

FOUNDATION CURRICULUM

Place the year/session of the semester in which the course will be taken, All classes are 3 credits

	Fall	Spring	Summer
SSS 570D Diversity In A Multicultural Society (session 1)			
SSS 571D Human Behavior & Social Environment I (session 2)			
SSS 572D Human Development & Psychopathology (session 1)			
SSS 581D Social Welfare Policy & Services I (session 2)			
SSS 582D Social Welfare Policy & Services II (session 2)			
SSS 590D Social Work Research (session 1)			
SSS 605D Generalist S. W. Practice: Ind, Fam, Grps (session 1)			
SSS 673D Foundation Seminar And Field Education I (session 1&2)			
SSS 606D Generalist S. W. Practice : Grps, Comm, Orgs (session 2)			
SSS 674D Foundation Seminar And Field Education II (session 1&2)			
Foundation Year Portfolio Due (by the end of the semester)			

+++++

ADVANCED CURRICULUM

CLINICAL CONCENTRATION

Place the year of the semester in which the course will be taken. All classes are 3 credits

	FALL	SPRING	SUMMER
SSS 740D Ethical issues in Contemporary Social Work (session 1)			
SSS 756D Practice Evaluation (session 2)			
SSS 723D Psychodynamic Theory & Social Functioning (session 1)			
SSS 802D Clinical Social Work with Adults (session 2)			
SSS 724D Cognitive Behavioral Theory (session 1)			
SSS 805D Clinical Social Work with Children and Adolescents (session 2)			
SSS 822D Clinical SW With Families (session 1)			
SSS 871D Advanced Seminar & Field Education I (session 1&2)			
SSS 656D Assessment, Diagnosis and Treatment of Mental Illness (session 2)			
SSS 872D Advanced Seminar & Field Education II (session 1&2)			
Scholarly Paper Requirement (submission information will be sent)			

ADVISEMENT NOTES:

Student Signature: _____ Date _____

**MSW CURRICULUM:
COURSE DESCRIPTIONS 2020 – 2021**

According to CUA policy, courses may be cancelled due to low enrollment

SSS 541 Grant Writing (1) - The purpose of this course is to make students aware of the mechanics of grant writing; the steps necessary in the grant writing process; the steps to building relationships with the funding community; basic understanding of systems thinking and strategic thinking and how to use grants to expand and grow an organization.

SSS 542 Fundraising (1) - This course will provide students with an engaging, interactive overview of the different aspects of fundraising and the knowledge to run a short-term fundraising campaign. It will focus on personal roadblocks to asking for money, the wide range of possible sources for money, and designing a fundraising campaign that strengthens volunteers, builds leadership and meets your financial goals.

SSS 544 Motivational Interviewing (1) - The purpose of this course is to introduce students to the spirit, tasks, processes, and principles of motivational interviewing. Students will understand the philosophy and perspective of the intervention and demonstrate proficiency with its techniques and skills.

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

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

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

SSS 581 and SSS 581D Social Welfare Policy and Services I (3) – Presents the historical and contemporary context for understanding social work practice and policy responses to poverty in the United States. Students learn the values and concepts important to an understanding social policies and services within the context of historical and contemporary perspectives.

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

SSS 591 New Course for On Campus students (description forthcoming) and SSS 590D (3) - Provides a basic understanding of the research process and methods used by social scientists. Students learn to develop a systematic approach to practice problems, to formulate specific research questions, and to select and interpret appropriate statistical techniques.

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

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

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

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

SSS 656 Social Work Assessment, Diagnosis and Treatment of Mental Illness (3) - The purpose of the course is to provide the student with an opportunity to further develop core social work competencies in the areas of assessing, diagnosing, and treating many of the pervasive, chronic and persistent mental illnesses impacting many people who seek social work services. *Prerequisites: Completion of 570, 571, & 572, concurrently in Foundation Field Placement*

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

SSS 663 Substance Abuse Disorders (3) - Presents different models of therapeutic intervention and modalities of treatment, covering processes from early identification through recovery and relapse prevention. Included are impacts on spouse, young children, and adult children. *Prerequisite: Foundation Year Curriculum.*

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

SSS 723 and SSS 723D Psychodynamic Theory and Social Functioning (3) - Provides a theoretical framework for normal personality development, as well as for pathological formation of ego defenses and their influence on social functioning. The course traces the evolution of ego theory from its founding mothers and fathers to the more contemporary theorists. *Prerequisites: 570, 571, 572.*

SSS 724 and SSS 724D Cognitive Behavioral Theory and Social Functioning (3) - Tracing the historical development of both behavioral and cognitive theories to their convergence into contemporary cognitive-behavioral theory and therapy, the course seeks to integrate concepts from both with the ecological perspective of human behavior and social functioning. It intends

to enhance the repertoire of the beginning social work practitioner with techniques from cognitive and behavioral approaches. *Prerequisites: 570, 571, 572.*

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

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

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

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

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

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

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

SSS 805D Clinical Social work with Children and Adolescents (3) *Online only*- Prepares students for practice with the young child through the developmental stages of adolescence to young adulthood and deepens the understanding of developmental theories and concepts as applied to children and adolescents. Psychosocial, cognitive, behavioral, psychodynamic, and humanistic theories are applied to the assessment and treatment of children and adolescents

SSS 822 and SSS 822D Clinical Social Work with Families (3) - This course introduces students to assessment and treatment of clients through a family systems perspective with an emphasis on family resilience and supporting motivation for growth and change. The course introduces students to some of the major traditional perspectives in family assessment and treatment through the works of Bowen, Minuchin, and Haley. Through lecture, experiential exercises and work with case material, students will learn to apply theoretical concepts to promote change in thinking and interactional patterns as well as to mobilize environmental support. *Prerequisites: Foundation year curriculum.*

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

SSS 832 Management of Non-profit Organizations: A case study approach (3) - Presents management theories and the various functions of management. Emphasis is placed on management as a social work method and on the conceptual, human, and technical skills needed to manage agencies in a manner consistent with social work values and ethics. *Prerequisite: Foundation year curriculum.*

SSS 835 Community Organizing (3) - This course is offered to advanced curriculum students and builds on knowledge and skills gained in the foundation year in the following areas: the values and roots of the social work profession; the history of social welfare; micro and macro theory and social work practice courses, particularly the areas of group and community practice. In addition, it is intended to complement course work in social planning, research, ethics, evaluation, and nonprofit management. *Prerequisites: Foundation year curriculum.*

SSS 880 Organizational Theory and Leadership for Social Services -- This course provides a theoretical orientation to the study of organizations and the leadership of organizations. It examines a range of organizational theories and their application to human service systems, structures, and processes. Theories related to organizational change, organizational challenges, and organizational effectiveness are also explored. *Prerequisites: Foundation year curriculum.*

SSS 886 International Social Development (3) - This course addresses three interrelated themes relevant to current international realities: 1) globalization and its social, economic,

political, cultural, and environmental consequences for human rights and well-being; 2) social policy and social development as strategies of sustainable change; and 3) the need for understanding of and sensitivity to socio-cultural-national differences, which are critical for effective practice overseas or in our own internationalized communities. *Prerequisites: Foundation year curriculum.*

SSS 946 Theories of Social Justice (3) - This course analyzes, compares, and critiques a range of philosophical and religious foundational and emerging social justice theories including: utilitarianism, egalitarianism, libertarianism, as well as feminist (dependency/capabilities), communitarian, postmodern, and perspectives. Restorative justice is also addressed. *Prerequisites: Foundation year curriculum.*

SSS 871/872 & 871D/872D Advanced Field Instruction/Integrative Seminar, Clinical I & II (3, 3)

SSS 873/874 Adv. Field Instruction/ Integrative Seminar, Combined I & II (3, 3)

SSS 875/876 Adv. Field Instruction/Seminar, Social Change I & II (3, 3)

Students are placed in field agencies which provide them with supervised practice experience consistent with their chosen concentration. Concurrent with the practicum, the seminar, sectioned by concentration, prepares students to integrate skills learned in academic courses with practice in the field. It provides opportunities for the sharing of student cases and/or projects. *Prerequisites: Foundation year curriculum; prerequisite or corequisite: advanced year theory and/or practice courses.*

Courses offered in the doctoral program may be taken by Masters students in the Advanced Year, with the permission of the instructor and MSW Program Chair. Please talk to your academic advisor to discuss these options.

INTER-SCHOOL PROGRAM TRANSFER

Students who apply to transfer between the on campus and online program will be granted provisional acceptance, pending receipt of final grades for the semester or term. Final acceptance is given to students in good standing in their current program by the two program chairs.

MSW DEGREE REQUIREMENTS

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

1. Satisfactorily completed sixty credit hours in accordance with the curriculum requirements as specified by the NCSSS faculty. Some students, who have received a BSW Degree from a CSWE-accredited school of social work within 5 years of application to NCSSS, may meet the requirements with fewer than sixty credit hours by being awarded up to thirty advanced standing credits. Transfer credits are accepted in accordance with the school's policy.
2. Successfully compiled a portfolio of assignments from the foundation year coursework that demonstrate achievement of the competencies for social work practice required by the Council on Social Work Education. The student portfolio fulfills the comprehensive examination requirement of the University and must be completed during the semester in which the student is enrolled in the foundation field/integrative seminar (SSS 674). Passing the foundation comprehensive is required for a student to proceed to the advanced curriculum.
3. Satisfied the writing requirement by designating any two scholarly papers that are already required in advanced courses and will have been completed and graded to fulfill the University Writing Requirement. By CUA definition, a scholarly paper is a minimum of 12 pages in length with a minimum of 12 scholarly references in addition to references to required readings.

The Student Portfolio

Those individuals who were admitted to the MSW program as degree-seeking students between Fall 2017 and Spring 2020 must complete the Student Portfolio in fulfillment of the comprehensive assessment requirement. All portfolio assignments must earn a grade of 80% or higher in order to be placed in the portfolio.

- Students that receive a grade less than 80% are to make revisions to the assignment that are re-graded and approved by the course instructor for uploading to the Portfolio.
- Meeting the 80% threshold must be achieved by the date students are given to resolve grades of Incompletes. This date is found on the CUA Academic Calendar each year.
- Faculty will address questions about student portfolio assignments with the Program Chair.

Items that are required for the portfolio include:

Courses	Assignments
570	Understanding Dimensions of Difference Paper One group presentation PowerPoint, including personal reflection
571	Micro, Mezzo & Macro Theory Case Analyses (pick 2 out of 3 papers)
572	Papers 1 & 2 on development and psychopathology across the lifespan
581	Contemporary Social Issue Analysis
582	Social Policy Analysis 1-page advocacy fact sheet Advocacy Briefing PowerPoint
591	New Course
605	Bio-Psycho-Social-Spiritual Assessment (Final paper) Group Observation Paper Self-Reflection Exercise
606	Agency Program Logic Model ABCD Community Assessment – on-campus students are also required to submit the accompanying personal reflection.
673/674	Field Agency Macro Paper (Fall semester) Case Presentation Outline (1 from second semester - 674) Learning Plan 2 Process Recordings (1 from each semester)

Instructions for Accessing Your Individual Student Portfolio Google Drive Folder

1. Open **Google Drive**.
2. Go to **Shared with me** folder.
3. Click on your individual **Student Portfolio folder**.
 - It is titled with your Last Name, First Initial (i.e. Doe, J.).
4. Click on the **Portfolio Tracking Sheet** to see the required assignments to upload.
 - It is saved starting with your Last Name, First Initial (i.e. Doe, J. MSW Student Portfolio Tracking Sheet).
 - Once you have uploaded the required assignments for each course to the folder, **enter the date on the Tracking Sheet**. If students test out of a class, they do not need to complete this portfolio assignment, but they should **enter the date they passed the qualifying exam for this particular course on the tracking sheet**.

Steps for Uploading Individual Assignments

1. Click **NEW** in the left-hand corner of the folder or right click using your mouse in the open space next to the Portfolio Tracking Sheet.
2. Select **File Upload**
 - o Your Documents box should open to select the file to upload
3. Choose the required assignment to Upload and Select **Open**
 - o The file selected will then upload in your folder.
4. Make sure to title the assignment the title of the required assignment listed on the tracking sheet to include your Last Name, First Initial and course.
 - o Doe_J_Social Policy Analysis _SSS_582
 - o Make sure that your full name is listed on the document uploaded.

Repeat the steps above for each assignment until all assignments are uploaded

IN ORDER TO BEGIN ADVANCED YEAR CURRICULUM, STUDENTS MUST UPLOAD THE FOUNDATION YEAR STUDENT PORTFOLIO REQUIREMENTS.

The Writing Requirement

Scholarly Papers: Advanced Year students must submit to the MSW Program Chair two scholarly papers that have been graded to fulfill the University Writing Requirements. The submission deadline is prior to the reading period of the semester the student plans to graduate. You will receive an email with a link to the submission form in your final semester with detailed instructions on how to submit the papers electronically. No physical paper will be accepted.

The Writing Requirement is fulfilled using Advanced Year Scholarly Papers in required or elective courses. All papers that are submitted must have earned a grade of B (83%) or higher. All papers are to be submitted without faculty comments. **Foundation Year course scholarly papers do not fulfill the Writing Requirement (SSS 570, 571, 572, 581, 582, 590/591, 673/674, 605, or 606).**

Scholarly papers are to meet the following criteria:

- Scholarly papers are to be written according to the most recent edition of the *Publication Manual of the American Psychological Association*, including parts of a manuscript; formal writing style; organization and headings; margins, spacing and font; reference citations in text; figures and appendices; and a reference list.
- Papers are to be a minimum of 12 pages of text exclusive of the title page, references and tables, including a minimum of 12 references in addition to references to required readings.
- The content of a scholarly paper may vary, including but not limited to a formal literature review, research proposal, application of theory to a client system, analysis of policy, development of a program or model of practice, or completion of a quantitative or qualitative study. Scholarly papers do not include psychosocial assessments, or pure case studies unless they also include substantial review of literature. All scholarly papers should conclude, when appropriate, with implications for future knowledge development in specified areas of professional social work.
- Regardless of the content, a scholarly paper is based upon – and must formally reference – a substantial, systematic library search of the literature. The majority of references should be from recent, peer reviewed social work and related journals. Secondary references may include books and book chapters, technical and research reports, proceedings of meetings, doctoral dissertations, audiovisual media, and electronic media. Popular writing such as magazine articles as well as social media such as blogs, Facebook, and Instagrams are not acceptable. Scholarly papers are a minimum of 12 pages long with the same number of references as the length of the paper.

FIELD EDUCATION

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

- Students complete **two** different field placements over two academic years during the MSW Program. Students are in placement 16 hours/week during the foundation year, and 20 hours/week during the advanced year. Most on-campus students are assigned to agencies on Wednesdays/Thursdays during the foundation year, and Tuesdays/Wednesdays/ ½ Thursdays during the advanced year. Online students' placement days vary per placement.
- Students in the on-campus program are placed in field agencies located in Washington, DC; Maryland, and Virginia. Students in the online program are placed in agencies in their home location.
- Field instruction is a challenging part of the MSW Program because of the internship hours required. Students are strongly encouraged to begin planning for their internships upon admission to the program. They are encouraged to seek guidance from the Office of Field Education.
- A limited number of *nontraditional* field placements are available. **Each requires a 10-hour work day/week. Within the 10 hours during the week, the student must be available for a minimum of 4 hours during the week for supervision and instruction during business hours.** Although the Office of Field Education cannot guarantee the availability of *flex-time placements*, it will work with students to find an appropriate placement.

In addition, students can submit proposals for review and approval to complete their field education requirements at their place of employment. There is an opportunity to complete a Work Residency Proposal or an Employment Based Proposal. Please see the Field Education Manual for details regarding these proposals.

Field Hours

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

Foundation Year MSWs 480 (Due to COVID-19, students may complete a minimum of 400 hours)

Advanced Year MSWs 600 (Due to COVID-19, students may elect to complete a minimum of 500 hours. The Field Office will provide additional details regarding this election and eligibility for licensure)

Total 1080

Grading

- The student receives a grade each semester for the 3-credit *Field Instruction/Integrative Seminar*. The final grade is based on Field Instruction (60%) and Seminar work (40%). Grade assignment is in accordance with the University grading system found in the *CUA Student Handbook*. Students must receive a grade of ‘C’ or above in Seminar **and** in Field in order to progress to the next semester of Field Instruction.
- The grade for Field Instruction (which makes up 60% of the grade received by the student) is based on the *Final Evaluation* submitted by the field instructor. The final grade is assigned by the Integrative Seminar instructor, based both on Seminar work and on the evaluation submitted by the field instructor.

Insurance Coverage

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

Field Leave Policy

- *Sick leave:* Students are allowed one day per semester for sick leave. Any time beyond that has to be made up. For students suffering extended illnesses, make-up arrangements need to be negotiated with the student, **the agency, the field liaison**, and the Office of Field Instruction.
- *Other absences:* Except for allowable holidays and the two days of sick leave (per year), all absences from field instruction must be made up. This includes time lost due to tardiness, as punctuality and attendance are required. In an emergency, students are expected to notify the agency of their absence.
- *Winter Break leave:* **The field calendar has been developed assuming that students will take leave from their agency for only two weeks during the winter break. During the rest of the winter break, students are expected to report to the field instruction agencies, so that they may maintain client contact during the holiday period and keep up with agency assignments.**

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

**COVID - 19 may necessitate changes. For questions and further information,
please consult the Office of Field Education.**

STUDENT CONFIDENTIALITY AGREEMENT

(Students must submit this form to the MSW Program Director by September 30th.)

Student Name:	ID#:
Program:	Academic Year:

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

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

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

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

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

Student signature:	Date:
--------------------	-------

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

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC ADVISING

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

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

CLASSIFICATION OF STUDENTS

MSW Graduate students are classified as follows:

1. *Regular Status*. A student admitted with a Baccalaureate degree in the liberal arts, who will pursue a full 60 credit hour program and is unconditionally approved for graduate study enrollment
2. *Conditional Status*. A student admitted with probationary status due to application concerns such as an undergraduate GPA of less than 3.0. Students with conditional status must maintain a GPA of 3.0 (B) and earn no more than one grade of 'C' for a period encompassing the entire 30 semester hour foundation year curriculum for both full- and part-time students. Falling below any of these standards will be considered grounds for dismissal by the dean.
3. *Advanced Standing Status*. A student admitted with advanced standing status has:
 - A Bachelor's degree in Social work from a CSWE accredited program (received within 5 years of enrollment in the MSW program)
 - A cumulative average of 3.5 or above in all the social work courses in the undergraduate program
 - A cumulative average of 3.2 or above in all courses applied toward the Bachelor's degree
 - A grade of B or higher in each social work course to be accepted for the MSW program requirements
 - A recommendation from the chair of the undergraduate program, explicitly supporting admission directly into the advanced year of the MSW program

- Satisfactory completion of an undergraduate generalist practicum experience that is comparable to that expected in NCSSS foundation practicum, as evidenced in the final field evaluation
 - Successful completion of the online transition course during the summer prior to admission in the Fall semester
4. *Transfer Status.* A student who transfers to NCSSS from another CSWE-accredited MSW program. NCSSS may transfer up to 30 credit hours of equivalent coursework and field instruction (taken within 5 years of enrollment at NCSSS) in which grades of “B” or above are earned. A minimum of thirty (30) credits must be completed in the MSW Program at NCSSS to earn a graduate degree from CUA
 5. *MSW/JD Dual Degree Program.* Students admitted to both NCSSS and the Columbus School of Law. They are able to earn both the MSW and the JD, usually within four years including summer school. Students enrolled in the joint degree program must complete a minimum of 123 credits (rather than the 144 that required if the two degrees are taken separately). This means that 21 credits is shared between the two programs. The curriculum for the first year in each program is fixed: thirty credits are required for the foundation year in social work while twenty-nine are required for the first year law program. Up to nine law credits may be recognized by NCSSS as credit toward the MSW degree, with the approval of the NCSSS faculty adviser. NCSSS and Law School faculty Members both serve as advisors of the joint degree program.

ETHICAL CONDUCT AND RESPONSIBILITY

NASW Code of Ethics

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

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

Written and Oral Communication

Students and faculty are to ensure that their written and oral communication are free of bias and respectful of the persons being described. For unbiased communication, students and faculty are to use person-first language that does not imply ethnic, racial, sexual, or other kinds of discrimination, stereotyping, or bias. Recognizing that we engage in career-long learning,

students are encouraged to consult faculty members and/or peers when they want to make sure that their language is free of bias or stereotyping. Resources students can utilize are:

- National Association of Social Workers (n.d.). Tools for authors: Usage guidelines for writing about people. In *Writing for the NASW press: Information for authors*. Retrieved from: <http://www.naswpress.org/authors/guidelines/08c-tools.html>
- American Psychological Association (2010). Reducing bias in language. In *Publication Manual of the American Psychological Association* (7th ed., pp 70-77). Washington, DC: Author.
- American Psychological Association (1992). *Guidelines for nonhandicapping language in APA journals: Committee on disability issues in psychology*. Retrieved from: <http://www.apastyle.org/manual/related/nonhandicapping-language.aspx>

COPYRIGHT LAWS AND NCSSS READINGS

CUA's Copyright Guidelines were developed to assist members of the CUA community in complying with federal copyright law and to enable them to distinguish between permitted and prohibited uses of copyrighted materials. Copyright law allows for the reasonable unauthorized provision by faculty to students of an original work (articles, book chapters, charts or graphs from a book or newspaper) when the use is thought to advance the public welfare. This exception to copyright law is known as the "Fair Use Doctrine."

Multiple copies (not to exceed one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that the copying meets tests for brevity, spontaneity, and cumulative effect. Each copy must also include prominent notice that it is copyrighted material. If instructors intend to use copyrighted materials – for example, prepared course packets - beyond an initial spontaneous use, that is from semester to semester for a particular course, they must seek the permission of the holder of the copyright.

(Statement drawn from "Copyright Guidelines" found at: <https://www.higheredcompliance.org>)

FORMAL PAPERS AND WRITING ASSISTANCE

Formal papers must be prepared in accordance with a recognized academic writing style. The American Psychological Association (APA) is the professional organization of social scientists. **Students are required to use the APA format** to be consistent with social work education and the social work profession. The *APA 7 Manual* is available in Mullen Library and in the CUA bookstore.

Students may seek assistance with writing scholarly papers using the *APA 7* format at the **CUA Writing Center**, a free service administered by the CUA English Department, providing CUA students with one-on-one tutoring. Computers in the Writing Center are available for student writing. For an appointment with a consultant, go to <http://english.cua.edu/wc3/>; the Center is in Mullen Library.

PLAGIARISM

With access to so many online resources, plagiarism is becoming a growing problem in academic programs. To help students understand plagiarism and to avoid common pitfalls associated with it, students are required to take a Writing Workshop. The workshop will include information on both APA 7 and plagiarism. **Students are required to take a plagiarism quiz to demonstrate their knowledge of the subject matter.**

Students will download a copy of their quiz score and keep it for their personal records. In addition, **students are to upload a copy to the student portfolio.** Students must receive a score of 80% or higher to pass the quiz. If students receive a score lower than 80%, they are to make an appointment with the Writing Center for additional review of the material before retaking the quiz. The quiz is to be successfully completed and uploaded by September 30, 2020. *Online Students will have a varied calendar.*

It is important to understand what counts as plagiarism because it grounds for immediate dismissal from the program by the Dean.

GRADING POLICY

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

Grade	Rating	Numerical Equivalent
A	Excellent	4.00 (95-100)
A-		3.70 (90- 94)
B+		3.30 (87-89)
B	Satisfactory	3.00 (83-86)
B-		2.70 (80-82)
C	Passing but	2.00 (70-79)
F	Marginal	0.0 (<70)
P	Failure	
I	Passing	
W	Incomplete	
F	Withdrawal	0.00
	Administrative	
	Failure	

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

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

GRADES OF INCOMPLETE

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

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

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

REGISTRATION INFORMATION

Cardinal Station Website

Registration: <http://cardinalstation.cua.edu>

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

Add/Drop Procedures

Any change in course registration must be approved by the student's academic advisor. Adding and dropping of courses can be processed through the Cardinal Station system, prior to the last day of registration. After the last day of registration, students must complete an ADD/DROP form. Further information is available from *CUA Class Schedule and Enrollment Services*.

Continuous Enrollment/ Leave of Absence/ Withdrawal

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

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

If the withdrawal occurs during a semester in which the student is enrolled in courses, the student should request a term withdrawal (current semester only) or a permanent withdrawal using the online form at <https://go.cua.edu/gradstudies/>. If circumstances prevent doing this, the notice to the academic dean should explain the situation. Photo ID cards should be returned to the Office of the Registrar and dining hall cards to the Office of Housing and Residential Services. If a refund is to be made, the student should report to the Office of Enrollment Services. For further detail about this procedure, see the current *Schedule of Classes*.

TUITION REFUND SCHEDULE ON CAMPUS STUDENTS

The following is a general reference of the add/drop refund deadlines. For exact dates see the academic calendar for the current school year published previously on page 4 or go to: <https://enrollment-services.catholic.edu/academic-calendar/academic-calendar-fall-2020.pdf>

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

100% by the end of the add/drop period

80% by the end of the third week of classes

0% after the end of the third week of classes

NO REFUNDS ARE GIVEN AFTER THE THIRD WEEK OF CLASSES

The application fee and tuition deposit is non-refundable. The activities fee, University Services fee, and medical insurance fee are refundable only during the first week. CUA has a student payment plan. Please note that payments must be up-to-date in order to register for an upcoming semester. Students may charge their tuition and fees, using either MasterCard or VISA. For further information, call the Office of Enrollment Services at 202-319-5300.

TUITION REFUND SCHEDULE ONLINE STUDENTS

The following is a general reference of the add/drop refund deadlines. For exact dates see the online academic calendar for the current school year.

FALL SEMESTER

100% by the end of the 5th day after classes start (11:59pm) **this is the Add/Drop Deadline**

** classes dropped after this deadline will receive a grade of W and less than 100% refund*

80% by the end of the 9th day after classes start (11:59pm)

50% by the end of the 2nd week after classes start (11:59pm)

**only if completely withdrawing from the university*

0% after the end of the third week of classes

SPRING and SUMMER SEMESTERS

100% by the end of the 6th day after classes start (11:59pm) **this is the *Add/Drop Deadline**

**classes dropped after this deadline will receive a grade of W and less than 100% refund*

50% by the end of the 9th day after classes start (11:59pm)

0% after the end of the 6th week of classes

NO REFUNDS ARE GIVEN AFTER THE 0% DEADLINE HAS PASSED (online only)

The application fee and tuition deposit is non-refundable. The activities fee, University Services fee, and medical insurance fee are refundable only during the first week. CUA has a student payment plan. Please note that payments must be up-to-date in order to register for an upcoming semester. Students may charge their tuition and fees, using either MasterCard or VISA. For information, call the Office of Enrollment Services at 202-319-5300.

ON CAMPUS STUDENT COURSE LOAD

Full-time graduate students usually take 15 credits per semester. A student courseload in excess of 15 credits requires the approval of the chair of the Master's program. Part-time students must take at least six (6) credits per semester, and they may take up to 9 credits. **MSW students taking fewer than 8 credits per semester will be charged at the current hourly tuition rate. Please note that for CUA billing purposes all graduate students enrolled in 8 or more credit hours per semester will be billed at the full-time rate. NCSSS does not consider 9 credit hours per semester to be full-time enrollment.** A part-time student eligible and wishing to change his/her status to full-time needs the permission of his/her adviser. A part-time student first becomes eligible to change his/her status after completing the foundation curriculum (usually two academic years).

ONLINE STUDENT COURSE LOAD

Online students pay per credit hours and a specific rate for online programs. Full-time is considered 12 credits and above. Part-time is considered 9 credits or less. The Accelerated Programs is considered part-time. A part-time or accelerated student eligible and wishing to change his/her status to full-time needs the permission of his/her adviser. Online program progression is a standard plan and deviation from the plan is only allowed with permission from a student's academic adviser or MSW Program Chair.

TRANSFER OF ELECTIVE CREDIT

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

Transfer courses must meet the following criteria:

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

At the time that students declare their advanced year concentration, they must write to the chair, submitting a rationale showing that the course is appropriate to their concentration, and submitting a copy of the course description or course outline for approval. If not submitted with the original admissions application, an official transcript from the institution must be submitted as well.

UNIVERSITY GRIEVANCE POLICY

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

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

Incidents of Bias, Discrimination & Incivility

To address student concerns about non-academic issues (e.g., disrespectful language and behavior), a procedure has been established. This procedure provides a learning opportunity for everyone involved to create an inclusive learning environment for everyone at the School. When students experience non-academic issues of bias, discrimination, or incivility in a class, they are encouraged to first bring the issues to the attention of the classroom instructor as soon as possible by setting an appointment and addressing their concern directly with the instructor. If students continue to have concerns after the consultation with the class instructor, they are to discuss their concern with the appropriate program director. If the students are not satisfied with the resolution, then they can bring their concern to the Committee for Resolution of Non-Academic Issues, which is composed of faculty, staff, and student representatives.

A request to have a meeting may be made by students, faculty, and/or program chairs. Upon the receipt of the request, the chair of the Committee for Resolution of Non-Academic Issues, who is

appointed by the Dean, convenes and chairs the meeting. The chair notifies appropriate participants in writing of the date and time of the meeting and invites them to attend. Participants at this meeting shall be determined by the chair, depending on the nature of the issue. Students who have an identified disability may request the presence of a representative from the Office of Disability Support Services. Typically the committee is presented with the concerns and gives each participant an opportunity to describe the issue and potential resolution. The participants may submit written materials from any source for consideration by the committee, if they are pertinent to the proceeding. Based on the exchange at the meeting, the committee develops a resolution if the issue warrants further action. If it was determined that the issue does not warrant further action, the rationale for such decision will be presented to the students. The committee presents their decision and the resolution (when appropriate) to the Dean.

Students who disagree with the decision and/or resolution can appeal to the Dean of the school. Students who feel their issues remain unresolved shall bring their concerns to the CUA Office of the Dean of Students, then to the CUA Office of the Provost.

STUDENT RIGHTS UNDER THE AMERICANS WITH DISABILITIES ACT (ADA)

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

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

All information shared with the Office of Disability Support Services is confidential and used only when necessary for the provision of special services. The documentation must be a recent evaluation from a qualified specialist, establishing the nature of the disability, including the basis for the diagnosis and the dates of testing; and, establishing the current need for an accommodation and containing suggestions from the specialist of the accommodation most appropriate for offsetting the effects of the disability. <https://www.catholic.edu/resources/disability-support/index.html>

Student Rights and Responsibilities

Students, faculty, administrators and staff share accountability for accomplishing the goals of our school and programs. We, therefore, strive to build a community in which we have reciprocal responsibilities and expectations.

Quality Education

Students have the right to regular and professional instruction that should include effective teaching. Students have the responsibility to attend scheduled classes and commit time and effort to address the learning challenges provided in the classroom setting.

Assessment

Students have the right to faculty feedback and clarity in grading, which should be clearly outlined in course syllabi and identified standards of achievement. Students are responsible for academic honesty, meeting course deadlines and assessing effectiveness of instructors.

Our university grievance policies include procedures for EOC Complaints, F Grade Grievance, Incidents of Bias, Discrimination, and Incivility, and the NCSSS Review committee, that can address any grievance experienced by the student or initiated by a faculty member in response to academic or behavioral concerns. These policies and procedures are outlined in the MSW Student Handbook.

Student Involvement in Hiring Social Work Faculty

When faculty positions become available, social work students participate in the hiring process. Candidates for full-time positions are often asked to meet with students from all programs (BSW, MSW and PhD); students then provide feedback to the search committee about each candidate. Following the interview process, the search committee makes a recommendation about the candidate to the administration for consideration.

This same process has been utilized over the years when hiring a Dean for the school. During the Dean search, students from each program are chosen to be a member of the search committee and provide continuous feedback during the hiring process.

Student Membership in Curriculum Committees

Curriculum committees review and monitor the curriculum in each area of the program for compliance with accreditation standards and consistency with program mission and goals. MSW student representatives are chosen for the NCSSS Faculty Committee, the MSW Program Committee, and the Field Advisory Committee. The first two committees meet at least monthly to address curriculum and policy issues impacting the MSW program. The Field Advisory Committee meets once per semester.

Research and Teaching Assistants

Students in the MSW program have opportunities to work as research assistants with the BSW, MSW and PhD faculty. Our MSW research assistants have the opportunity to be selected to work with faculty in our two research centers: the Center for the Promotion of Health, Mental Health, and Wellbeing, and the Center for Children, Youth, and Families. Students may also support projects and events planned through the Center for Family Peace.

NCSSS REVIEW COMMITTEES

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

The review committee is convened and chaired by the program chair, or co-chaired by the program chair and the director of field education. A request to have such a committee convened may be made by the student, the student's advisor, or by any one of the student's instructors. The chair notifies the student and other participants in writing of the date and time of the meeting and invites them to attend. Participants at the review committee shall be only the student, the student's academic advisor, instructors, representatives of the Office of Field Instruction (when appropriate), and, if the student desires, either one representative from the NCSSS student government, or another member of the NCSSS student body selected by the student. Students who have an identified disability may request the presence of a representative from the Office of Disability Support Services, and international students may request the presence of a representative from the Office of International Student and Scholar Services at the Center for Global Education.

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

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

case, the student may appeal to the Dean the review committee's recommendation. In all cases, the final decision is made by the Dean.

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

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

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

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

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

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

GRADUATION INFORMATION

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

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

QUALIFYING EXAMS

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

NON-DEGREE STUDENTS

Students who are not enrolled as degree candidates, or those accepted to begin the MSW program at a later date, may take up to 9 credits as non-degree students. The school reserves the right to reduce the number of credit hours allowed for budgetary or other reasons. Non-degree students may register for one course per semester when space is available after degree candidates have registered for an upcoming semester. Non-degree students must discuss their course selection with the MSW Chair prior to registering each semester.

The National Catholic School of Social Service permits non degree students in the fall and spring semesters. Non-degree students are those who wish to take a course to determine whether professional social work education is a good match for a student's personal and professional career goals.

Enrollment in a course as a non-degree student does not guarantee admissions to either the MSW or PhD programs. Course offerings for non-degree students are limited and are on a space available basis after registration for enrolled, matriculating students is completed.

Non-degree students are allowed to take one course per semester for a total of 3 courses or 9 credit hours. Courses successfully completed are transferred to a student's MSW transcript if a student applies and is accepted for degree-seeking status.

The Office of Admissions advises non degree students on course selection, availability and sequence of courses. Students who are interested in applying for non-degree status must submit the CUA Non-Degree Status Student Application, a \$60.00 non-refundable fee, a resume, and an official transcript from all schools they have attended. Once reviewed and the deposit is paid and with guidance from their advisor, the student can register for the specified courses.

A student receiving a grade of C in their non-degree course may not be allowed to take additional coursework. In addition, the student may not qualify for degree seeking admissions.

Non-degree students must receive a letter of recommendation from at least one of their NCSSS instructors as part of their application and acceptance to the degree seeking program.

MASTERS STUDENT ASSOCIATION

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

<https://ncsss.catholic.edu/info-for-current-students/index.html>

NCSSS ALUMNI ASSOCIATION

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

FINANCIAL AID AND TUITION INFORMATION

Federal Loans

To be considered for all federal loans, students must complete the *Free Application for Federal Student Aid (FAFSA)*. Students must complete the *FAFSA* for **each year of study**. The FAFSA should be completed and submitted as soon as possible. Please note: all loans must be coordinated with other sources of aid, such as scholarships and assistantships. The amount of money you receive from these sources affects your loan eligibility. For further information contact the CUA Office of Student Financial Assistance at 202-319-5307 or cua-finaid@cua.edu.

NCSSS Scholarships

Students requesting consideration for scholarships available through NCSSS must submit an NCSSS Scholarship application as soon as possible and no later than **May 1**. The application is available from the NCSSS Office of Admissions and NCSSS website.

Students requesting scholarships are expected to have filed the FAFSA with the Office of Student Financial Assistance because scholarships are awarded based on need as well as merit. Students are awarded NCSSS scholarships for one academic year only. Students may reapply for scholarship consideration in subsequent years provided they are in good academic standing (minimum GPA of 3.0). It is up to students to verify with the Office of Student Financial Assistance that all necessary FAFSA paperwork has been received in that office by May 1, if students have applied for NCSSS scholarships and/or work-study. Due to university requirements regarding undergraduate GPA and test scores, conditionally admitted students are not eligible for scholarship funding.

For further information on NCSSS grants and university scholarships, contact the Director of Admissions & Financial Aid at 202-319-5496.

CUA Scholarships

The university has a limited number of scholarships and fellowships to award to students based on academic merit. These scholarships are awarded to incoming students and are offered through their respective schools. Students are considered for these scholarships during the application review process. Students may also submit the NCSSS Scholarship application for consideration.

Health Resources & Services Administration (HRSA)

Scholarships for Health Professions Students from Disadvantaged Backgrounds

The Scholarship for Disadvantaged Students (SDS) program provides \$640,000 in annual scholarships to students from disadvantaged backgrounds with financial need who are **enrolled full-time** in the **clinical or combined social work program** at the National Catholic School of Social Service. The maximum award is \$40,000 per student per academic year (\$20,000 per semester). Scholarships are renewable if program criteria are met and federal funds are available. Awards can be applied to Summer, Fall, and Spring terms. Applicants must be a citizen or national of the United States, or a foreign national with a visa permitting permanent residence in the United States.

The SRS scholarship award will be in addition to other University merit and financial need awards but not to exceed \$40,000 annually. Determination of financial need will be based on the difference between the Cost of Attendance (COA) and the Expected Family Contribution (EFC) calculated from the Free Application for Student Financial Aid (FAFSA). Financial aid awards cannot exceed the estimated cost of attendance. Student loans may be reduced to accommodate SDS awards. Priority will be given to students with the greatest financial need and/or members of underrepresented minorities. Eligibility for an award does not guarantee a scholarship, as funding is limited.

Federal Work Study Program (FWS)

The National Catholic School of Social Service awards Community Service Federal Work Study stipends annually, through the federal work-study program for students completing field placements. Federal and university regulations require that MSW students: (1) have financial need as determined by their FAFSA; (2) be placed in non-profit agencies, (3) involved in duties other than lobbying or partisan political activities, and (4) not receiving a stipend from their field agency. Field agencies make absolutely no financial contribution to the student in the federal program.

TUITION/ENROLLMENT SERVICES

Father O'Connell Hall

202-319-5300

No student is considered registered until registration is completed and an approved financial settlement has been validated by the Office of the Treasurer (202-319-5606). Tuition and fees may be paid by cash, check (with ID), or credit card (American Express, Discover, or MasterCard). CUA also offers a tuition payment plan. All fees, including those for tuition, board, and room are subject to change.

A student who fails to comply with financial obligations as specified is subject to suspension from classes. A transcript record will not be released for a student whose account is not paid in full nor may a diploma be issued. A late payment fee will be assessed if students register after the regular registration period, *regardless of the reason for the delay*. Students may contact the Office of Enrollment Services (202-319-5300) for information on tuition and fees.