

H.

[HTTPS://WWW.HUMBOLDT.EDU/SOCIAL-WORK](https://www.humboldt.edu/social-work)



Cal Poly
Humboldt.

MSW Program

Student Handbook

2025-2026

Welcome Letter

Dear Students, Prospective Students, and Community,

Welcome to our MSW program, we are hoping you will find plenty of opportunities to enhance your academic and professional skills and knowledge. We continue to be committed to social, economic, and environmental justice which focus on decolonizing social work and all its institutions which continue to promote oppressive and deficit-centered practices which are detrimental to our communities. Learning is a journey, and we hope that our program will become an important destination in that journey.

Our MSW program centers its vision and purpose on working in rural, remote and Indigenous communities. We are committed to advanced generalist social work practice and its translation of diverse regions/geographical areas and other oppressed and marginalized communities and groups. Our MSW program is fully accredited by the Council on Social Work Education (CSWE).

We acknowledge that your personal and professional experience may be different from our focus in the program; however, we affirm your lived experience, your past and present professional work, and all the contributions that you will share with your classmates and faculty members in our program.

The purpose of this handbook is to provide as much information as possible about what to expect in the Master of Social Work Program at Cal Poly Humboldt. You will find information related to our vision, purpose, objectives, policies, and other related information. You are responsible to read through this handbook and familiarize yourself with the program, your rights and responsibilities. These policies are designed to ensure a solid and well developed program and your successful navigation through it.

Land Recognition

We acknowledge that Cal Poly Humboldt is located on the unceded lands of the Wiyot people, where they have resided from time immemorial. We encourage all to gain a deeper understanding of their history and thriving culture. As an expression of our gratitude we are genuinely committed to developing trusting, reciprocal, and long-lasting partnerships with the Wiyot people as well as all our neighboring tribes.

Labor Acknowledgement

We must acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history and across time, has been made possible by the violent and coercive nature of exploitative and forced labor of Indigenous peoples, enslaved Africans, Chinese and Japanese immigrants, and migrant workers from the Philippines, Mexico, and Central and South America. We recognize and acknowledge our collective debt to their labor and their sacrifice. We must acknowledge the tremors of that violence that have been endured throughout the generations. The resulting impact can still be felt and witnessed as their labor continues to contribute to the wellbeing of our collective community.



Quick Clickable Links

<u>About the SW Department</u>
<u>Purpose, Vision, Values, & Culture</u>
<u>Foundation Year Competencies</u>
<u>Advanced Year Competencies</u>
<u>Degree Requirements</u>
<u>Campus Course of Study:</u>
<u>2 Year Campus Curriculum</u>
<u>1 Year Advanced Standing Campus Curriculum</u>
<u>DL Curriculum Course of Study:</u>
<u>3.5yr Part-time DL Curriculum</u>
<u>2yr Part-time Advanced Standing DL Curriculum</u>
<u>Comprehensive Exam/Portfolio</u>
<u>Social Work Dept. Student Support Process</u>
<u>Appendices</u>

About

Location of Department Offices

The MSW Program administrative and faculty offices are physically located on the 4th and 5th floors of the Behavioral and Social Sciences (BSS) Building on the Cal Poly Humboldt campus. Faculty and staff may also be reached virtually via email and in online office hours via Zoom. For more information, contact the MSW office at (707) 826-4443 or email socialwork@humboldt.edu.

Grad Studies Handbook

Beside the information in this handbook, there is also a Graduate Studies Handbook that includes important information about your rights and responsibilities.

<https://gradprograms.humboldt.edu/content/graduate-student-handbook>.

Brief History of the Social Work Department

The Social Work Department offers one of the oldest social science majors at Cal Poly Humboldt, with its earliest incarnation named in the 1945-46 university catalog. Initial accreditation of the BASW program was received in 1992 and has been continuously reaffirmed. Accreditation of our MSW program was earned effective 2004.

The Cal Poly Humboldt MSW Program



The MSW curriculum provides courses that help students gain a theoretical understanding of the dynamic relationship of people and their environments and the meaning and possibilities for change within a historical and cultural context. Students develop a framework for practice guided by personal and professional values and ethics.

Cultural humility, compassion, partnership, empowerment, non expert relational paradigms, critical reflection and social action for justice are the concepts that form the foundation for learning and developing social work practice at Cal Poly Humboldt. The program prepares students for advanced generalist practice which emphasizes multi-system, multi-level approaches in which practitioners and clients work in collaboration to enhance the functioning and resilience within systems through building on existing strengths.

The curriculum exposes students to the diversity of cultures and the biological, psychological, familial, social, historical, economic, spiritual and political factors that influence distinct and common paths of development among individuals, groups and societies with particular attention to diversity within rural and Indigenous communities.

The MSW Program values the different ways students learn through their experiences and relationships with faculty, peers, clients, supervisors and others to gain knowledge and find meaning in their professional development. These experiences serve to facilitate students' understanding of ways to connect with clients that enable mutual learning.

The MSW experience at Cal Poly Humboldt is formative, as well as educational. The student enters with capacities, strengths, experiences and a way of being, and is joined by the faculty in a process of fostering continuing development as a social worker. We recognize that the intellectual/cognitive challenges are only a part of the process of social work education. This enterprise involves the whole person and has psychological, emotional, social and spiritual meaning. Students are encouraged to pursue opportunities to enhance and utilize their whole person in their development as a social worker. This may include opportunities for psychological, emotional, social and spiritual growth.

Purpose, Vision, Values & Culture

We deliberately state our department purpose rather than mission because of the painful effects so-called missions have had on Indigenous Peoples here in California—where our programs are based—and throughout the world—where our graduates reach. We acknowledge the Wiyot people on whose ancestral lands Cal Poly Humboldt's Department of Social Work stands. We also pay respect to the Chilula, Hupa, Karuk, Mattole, Tolowa, Tsenungway, Wintu, Wiyot, and Yurok elders both past and present, and extend that respect to other Tribal communities in the northern region of California.

Purpose

The purpose of the Department of Social Work at Cal Poly Humboldt is to:

- Provide high quality educational programs that promote excellence in the social work profession.
- Engage with tribal, academic, and professional communities to improve the wellbeing of individuals, families, groups, organizations, and communities, and enhance the physical and natural environments within which people live, with particular emphasis on rural Northwestern California.
- Offer students and community members opportunities to develop skills, leadership capacity, knowledge, practices, and methodologies for fostering change; bringing about social justice, environmental justice, and economic justice; and addressing and healing the ongoing effects of colonization.

Vision

The Department faculty, staff and students are viewed and utilized as highly skilled, innovative, creative, competent, and collaborative social work partners. Our reputation, activities, and partnerships attract students and other constituents from local, state, tribal, national, and international contexts. The Department actively contributes to making social work a liberatory profession and the world a more just place.

Values

- Accessibility
- Excellence
- Academic Rigor
- Criticality
- Professional Development
- Compassion

Culture

We strive to create a departmental culture for students, staff, and faculty that is characterized by:

- Transparency - In decision making, distribution of resources, staffing, special projects, administration, etc.
- Mindfulness - Thoughtful, centered speech and action.
- Inclusiveness - Embracing differences in background, experience, expertise, ideas, and perspectives.
- Supportive Workplace Climate - Mutual respectfulness, support, appreciation, and acknowledgment of each person's contributions, including humor and playfulness.
- Culture of Inquiry - Suspension of judgment, listening to learn.
- Congruence - Clear, direct, respectful communication; consistency between talk and action, including caring, respectful, mutually supportive behavior.
- Sustainability - Prioritizing long-term sustainability over short-term benefit; collective good over personal agendas.

MSW Program Goals & MSW Competencies

Goals

The goals of the MSW Program are to:

- 1.) Prepare students for professional social work practice responsive to the challenges and resources present in rural areas in general and indigenous communities in particular.
- 2.) Present local historical and contemporary social issues within a global perspective.

Competencies

Foundation Year MSW Program Competencies and Behaviors

are achieved in courses sequenced between SW 500-SW 599

Advanced Year MSW Program Competencies and Behaviors

are achieved in courses sequenced between SW 600-SW 699

Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.

Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

Behaviors

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research.

Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.

The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Behaviors

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Behaviors

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Behaviors

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behaviors

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are selfreflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Behaviors

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Behaviors

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

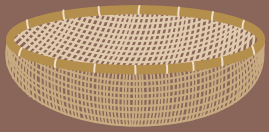
Behaviors

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Competency 10: Integrate our program context that respects working with Indigenous and rural communities into competencies 1-9.

- a: Educating self and others on decolonizing social work practices, supporting Indigenous and rural initiatives that resist colonial impacts and promote justice and equity.
- b: Practice cultural humility and cultural responsiveness in actively engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices.
- c: Collaborate with local tribal leaders and community members to ensure social work research, policy, and practice honor and sustain Indigenous and rural communities and Tribal Sovereignty.
- d: Implement community-driven and strengths-based approaches that contribute to the resilience and self-determination of Indigenous and rural communities, avoiding the imposition of external solutions.





Advanced Year Competencies

Competency 1: Demonstrate Ethical and Professional Behavior, particularly with respect to work with Indigenous and rural communities.

At the advanced generalist level, social workers possess a comprehensive understanding of the profession's ethical standards, laws, and policies across micro, mezzo, and macro practice and critique ethical principles within complex environments. Social workers educate themselves on and model decolonizing social work practices. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. They effectively collaborate in interprofessional teams and continually refine their skills through lifelong learning. Social workers model conscious use of self, exercise leadership roles, model integration and internalization of professional standards, and take initiatives in developing necessary alliances to advocate effectively for change.

Social Workers:

- a. make ethical decisions by applying the standards of the NASW Code of Ethics, IFSW/IASSW ethical principles, and/or other social work ethical codes, relevant laws and regulations, models for ethical decision-making, and ethical conduct of research consistent with advanced generalist practice;
- b. use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations consistent with advanced generalist practice; demonstrate professional roles, relationships, responsibilities, and boundaries in behavior and appearance, including oral, written, and electronic communication consistent with advanced generalist practice;
- c. use technology ethically and appropriately to facilitate practice outcomes consistent with advanced generalist practice;
- d. use supervision and consultation to guide professional judgment and behavior consistent with advanced generalist practice.
- e. educate self on, and model, decolonizing social work practices.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers have a comprehensive understanding that all individuals, regardless of societal position, possess fundamental human rights, including freedom, safety, privacy, health care, and education. They critically evaluate historical and current global patterns of oppression and human rights violations and apply advanced knowledge of human need, social justice theories, and strategies to promote social, environmental and economic justice. Advanced generalists are skilled at designing and implementing interventions that disrupt oppressive structural barriers. They actively participate in efforts that promote the equitable distribution of social goods and the protection of civil, political, environmental, economic, social, and cultural rights.

Advanced generalist social workers take on leadership roles in practice across a broad range of multidisciplinary systems to construct, modify, and evaluate strategies that promote social, economic, environmental justice and human rights. Social workers support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity.

Behaviors:

Advanced Generalist Social Workers:

- a. apply understanding of social, economic, and environmental justice to advocate for human rights, including Indigenous Peoples Rights, at individual and system levels consistent with advanced generalist practice.
- b. engage in practices that advance Indigenous sovereignty; social, economic, and environmental justice consistent with advanced generalist practice.
- c. support Indigenous and rural initiatives that resist colonial impacts and promote justice and equity

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers possess a deep understanding of how diversity and intersectionality shape human identity and experience, recognizing that factors such as age, class, race, gender identity and expression, sexuality, and more intersect to influence both individual and collective realities. Using a culturally responsive lens and continuous self-reflection they critically analyze how these dimensions can lead to experiences of oppression, marginalization, and privilege. They are skilled in identifying and addressing the mechanisms of discrimination and cultural structures that perpetuate inequality, and are committed to fostering inclusive, equitable practices across social, economic, and political systems. Advanced generalist social workers take on leadership roles that generate and support structures that empower people and mitigate forces that oppress, marginalize, alienate or create or enhance privilege and power. They promote collaboration and demonstrate the importance of difference.

Behaviors:

Advanced Generalist Social Workers:

- a. apply and communicate understanding of the importance of diversity, intersectionality, equity, and inclusion in shaping life experiences in practice across ecosystemic contexts consistent with advanced generalist practice.
- b. present as learners who engage people as experts of their own experiences and practice cultural humility consistent with advanced generalist practice;
- c. apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people consistent with advanced generalist practice;
- d. practice cultural humility and cultural responsiveness in actively engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices.
- e. identify and implement interventions that incorporate different perceptions of social problems and issues across diverse cultures and initiate proactive strategies to address inequities.

Competency 4: Engage in Practice- Informed Research and Research-Informed Practice with respect to work with Indigenous and rural Communities.

Advanced generalist social workers center social work research in ways that honor and sustain Indigenous and rural communities, and Tribal Sovereignty. Social workers implement community-driven and strengths-based research approaches that contribute to the resilience and self-determination of Indigenous and rural communities. Advanced generalists skillfully integrate multi-disciplinary evidence and diverse ways of knowing into practice, translating research into effective interventions. Social workers will use anti-oppressive and anti-racist lenses in conducting research and to understand the interpretations of research. Advanced generalist social workers work collaboratively with communities and across disciplines to design, implement, and interpret social work research.

Behaviors:

Advanced Generalist Social Workers:

- a. use practice experience and theory to inform scientific inquiry and research including Indigenous research methods consistent with advanced generalist practice.
- b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings consistent with advanced generalist practice.
- c. use and translate research evidence to inform and improve practice, policy, programs, and services consistent with advanced generalist practice.
- d. center social work research practice in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty.



Festejando Evaluation 2023

Competency 5: Engage in Policy Practice with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers use a critical and anti-oppressive lens to enhance their understanding of how human rights, social justice, and social welfare are shaped by policies at tribal, federal, state, and local levels. They critically analyze the history, structures, and impact of social policies on service delivery, as well as the reciprocal role of practice in shaping policy. Advanced generalists actively engage in policy development and implementation across micro, mezzo, and macro levels, recognizing the impacts of policy on members of an oppressed and/or underserved populations. They understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. They provide leadership in developing opportunities to conduct nuanced analysis, formulate collaboratively, and advocate with colleagues, clients, and agencies for policy change. They seek to implement community-driven and strengths-based approaches to policy practice that contribute to the resilience and self-determination of Indigenous and rural communities.

Behaviors:

Advanced Generalist Social Workers:

- a. identify social policy at the local, state, Tribal, and federal level that impacts well-being, service delivery, and access to social services consistent with advanced generalist practice.
- b. assess how social, environmental, and economic policies affect well-being, service delivery, and access to social services consistent with advanced generalist practice.
- c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights, Indigenous sovereignty, and social, economic, and environmental justice consistent with advanced generalist practice.
- d. center social work policy practice in ways that contribute to resilience and self-determination, honor and sustain Indigenous and rural communities, promote Tribal Sovereignty, and avoid the imposition of external solutions



Competency 6: Engage with Individuals, Families, Groups, Organizations and Communities with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers consistently employ culturally responsive engagement skills and recognize this as an ongoing, dynamic process in practice with diverse individuals, families, groups, organizations, and communities. They value human relationships and apply advanced knowledge of human behavior and the social environment to critically evaluate and enhance engagement strategies. Recognizing how their personal experiences, biases, and emotional responses influence their practice, advanced generalists use their own empathy as well as culturally responsive, relationship-building, and inter-professional collaboration techniques to engage clients and constituencies effectively.

Behaviors:

Advanced Generalist Social Workers:

- a. apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks to engage with people and place consistent with advanced generalist practice.
- b. use empathy, critical reflection, and culturally responsive interpersonal skills to engage with people and place consistent with advanced generalist practice.
- c. implement community-driven and strengths-based engagement approaches in ways that honor and sustain Indigenous and rural communities and Tribal Sovereignty.

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers engage in comprehensive, ongoing assessment as a critical element of dynamic, client-centered, strength-based practice across multiple systems, including individuals, families, groups, organizations, and communities. They integrate and critically apply a nuanced understanding of human behavior theories and the social environment, tailoring their approach to the unique needs of diverse populations. Advanced generalists utilize a broad array of evidence-informed assessment methods to enhance practice effectiveness, while recognizing and navigating the complexities of the broader social, cultural, and political contexts that influence practice. Advanced social workers implement community-driven and strengths-based approaches to intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities, and contribute to the resilience and self-determination of Indigenous and rural communities consistent with advanced generalist practice.

(behaviors continued on next page)

Competency 7 Behaviors:

Advanced Generalist Social Workers:

- a. collaborate with constituencies to collect, organize, interpret, and critically reflect on information consistent with advanced generalist practice.
- b. apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the analysis of assessment data consistent with advanced generalist practice.
- c. practice cultural humility and cultural responsiveness to develop mutually agreed upon intervention goals and objectives based on the assessment of strengths, needs, challenges, and barriers consistent with advanced generalist practice.
- d. implement community-driven and strengths-based approaches to intervention strategies based on the assessment, research knowledge, and values and preferences of people and communities, and contribute to the resilience and self-determination of Indigenous and rural communities consistent with advanced generalist practice.

Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers recognize that intervention is a continuous, dynamic process integral to their practice with diverse individuals, families, groups, organizations, and communities. Social workers apply a critical understanding of decolonizing, anti-racist, anti-oppressive theories related to human behavior and the social environment, critically evaluating and employing evidence-informed interventions to effectively address the needs and goals of their clients and constituencies, particularly in partnerships with rural and Indigenous communities. Social workers implement anti-racist and culturally responsive frameworks and work towards decolonizing social work practices that are grounded in evidence to achieve desired outcomes. Social workers leverage interprofessional teamwork and communication, understanding that successful interventions often require collaboration across Tribal Nations disciplines, professions, and organizations to support clients in the change process. Social workers facilitate endings and beginnings.

Advanced Generalist Social Workers:

- a. Implement interventions to achieve practice goals and enhance capacities of people and communities consistent with advanced generalist practice;
- b. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in interventions consistent with advanced generalist practice;
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes consistent with advanced generalist practice;
- d. Support people and communities to negotiate, mediate, and advocate with institutions consistent with advanced generalist practice;
- e. Facilitate effective transitions and endings that advance mutually agreed upon goals consistent with advanced generalist practice.
- f. engaging with and incorporating feedback and knowledge from Indigenous and rural communities to inform and improve social work practices that honor and sustain Indigenous and rural communities and Tribal Sovereignty.
- g. utilize community-driven and strengths-based approaches to intervention that contribute to the resilience and self-determination of Indigenous and rural communities, and avoid the imposition of external solutions.

Competency 9: Evaluate practice with Individuals, Families, Groups, Organizations and Communities with respect to work with Indigenous and rural Communities.

At the advanced generalist level, social workers recognize that intervention is a At the advanced generalist level, social workers understand that evaluation is an ongoing, dynamic and interactive component of advanced generalist social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. When working in partnership with rural and Indigenous communities, social workers engage in evaluation as a relational and reciprocal process, guided by anti-racist, anti-oppressive, and decolonizing frameworks that honor community knowledge and lived experience. They recognize that evaluation is not a neutral activity, but one that must be approached with cultural humility and a commitment to social and environmental justice. Social workers assess both processes and outcomes in collaboration with community partners to continuously enhance practice, policy, and service delivery. Grounded in evidence-informed and community-led approaches, they use both qualitative and quantitative methods to assess outcomes and ensure that interventions are relevant, effective and aligned with community values and priorities. Through this reflective and iterative process, social workers not only refine their own practice but also contribute to broader efforts to decenter dominant ways of knowing, amplify marginalized voices, and support self-determination, healing, and sustainability in rural and Indigenous communities.

Behaviors:

Advanced Generalist Social Workers:

- a. Select and use methods for evaluation of outcomes in collaboration with people and communities consistent with advanced generalist practice.
- b. Apply knowledge of human behavior and social environments, decolonization, relational worldviews, multilogical perspectives, and other relevant theoretical frameworks in the evaluation of outcomes consistent with advanced generalist practice.
- c. Collaboratively analyze, monitor, and evaluate intervention and program processes and outcomes consistent with advanced generalist practice.
- d. Apply evaluation findings to improve practice effectiveness across ecosystemic contexts consistent with advanced generalist practice.
- e. Implement community-driven and strengths-based approaches to evaluation that contribute to the resilience and self-determination of Indigenous and rural communities, and avoid the imposition of external solutions.

MSW Degree Requirements

The following material is general information regarding the requirements for the degree of Masters of Social Work. There may be changes to these general requirements. Students are responsible to complete the required course of study and maintain a 3.0 or higher grade point average in order to be a candidate for graduation.

Students who do not maintain a 3.0 GPA may be put on probationary status and will work with their advisor to develop a plan to raise their GPA so that they will be eligible for graduation.

Students are also expected to receive a grade of B- or better in all required courses. Failure to achieve a grade of B- in any required course will result in the student needing to retake the course. In many cases this may delay a student's progress toward graduation. In courses that are Credit/No Credit, a grade of No Credit will require the student to retake that course the next available time it is offered.

Students who do not successfully maintain a 3.0 GPA or receive below a B- in any course may be placed on probation and/or disqualified from the program for failure to make adequate progress in the program.

MSW Course of Study:

- **Academic Courses**
 - **See Course list below**
- **Practicum Work**
 - **See Practicum Handbook for additional details**

1. Academic Courses

Students in the Cal Poly Humboldt MSW program.

Must complete at least 60 units of specified course requirements in the full-time and part-time curriculum. Advanced Standing students complete a minimum of 36 units. See MSW Coursework below for details on course offerings.

2. Practicum Work

Full time and part time students must successfully complete 12 units of internship as part of the 60 units in the full time and part time program. Students must fulfill a minimum of 480 hours of practicum working both the foundation and advanced years for a total of 960 hours.

Advanced standing students must successfully complete 6 units of advanced practicum as part of the 36 units needed for graduation and a minimum of 480 hours in their supervised setting. The Practicum Director will place students in approved settings under the supervision of an experienced, master's level social worker. All settings will have a current contract agreement with Cal Poly Humboldt and the Social Work Department in order to be a student placement. No prior life or work experience is accepted in lieu of the required practicum education's foundation and advanced year placements.

MSW Course of Study

The MSW Program at Cal Poly Humboldt offers a two-year, full-time campus program; a one-year, advanced standing campus program; a three and a half year, part-time, distributed learning (online) program; and a two year, part-time, advanced standing distributed learning program. Our curriculum is continually improving and updating. Most recently, our curriculum underwent a programmatic change to update course descriptions and relevance for future social workers. The curriculum plans listed under each program below, vary based on when a student begins our program in connection to the official curriculum changes and offerings approved by the university curriculum committee.

Campus-Based MSW Program

- **2-year Full Time**
- **1-year Advanced Standing**

2-Year Full Time:

The two-year, full-time on-campus program curriculum plan includes a foundation year of 30 semester units and an advanced year of 30 semester units. Content areas are integrated and develop greater specificity, breadth and depth over the two years. Students are expected to enter with preparation in the liberal arts as the curriculum is grounded and developed from a liberal arts foundation.

1-Year Advanced Standing Full Time:

Students who have a bachelor's degree in social work from a CSWE accredited institution and a 3.5 GPA may apply for the one-year Advanced Standing program. If accepted for admission, foundation year courses are waived. Advanced standing students are required to take two “bridge” courses prior to completing the concentration year. The bridge courses are taken online in the summer immediately preceding the start of the concentration year.

Orientations - Campus

In addition to coursework, students are also required to attend a one-time department orientation before the start of their courses. This orientation is typically held in August, before the start of the first week of classes. Advanced Standing students will also be offered a program launch orientation prior to the start of summer bridge courses.

2 Year Campus Curriculum Map

Foundation Year Curriculum (30 Units)

Semester 1 – Fall (15 Units)

SW 500 – Values and Ethics – The Philosophy of Social Work (3 units)

SW 540 – Generalist Social Work Practice (3 units)

SW 541 – Social Work Practice in Native American & Rural Communities (3 units)

SW 550 – Human Development, Diversity, & Relationships: Change through the Life Course (3 units) SW 555 – Foundation Internship & Seminar (240 hours) (3 units)

Semester 2 – Spring (15 Units)

SW 530 – Social Policy (3 units)

SW 543 – Generalist Practice II (3 units)

SW 570 – Dynamics of Groups, Agencies, Organizations, & Communities (3 units) SW 555 – Foundation Internship & Seminar (240 hours) (3 units)

SW 582 – Program Evaluation in Social Work (3 units)

Total Units for Foundation Year = 30

Advanced Year Curriculum (30 units)

Semester 3 - Fall (15 Units)

SW 640 – Child & Family Welfare (3 units)

SW 641 – Integrated Clinical Practice (3 units) SW 649 – Wellness & Sustainability (3 units)

SW 655 – Advanced Internship & Seminar (240 hours) (3 units)

SW 684 – AGP Qualitative & Indigenous Research Methods (3 units)

Semester Units = 15*

Semester 4 - Spring (15 Units)

SW 651 – Advanced Practice in Indigenous & Rural Communities (3 units)

SW 648 – Clinical Social Work Practice (3 units)

SW 643 – Communities & Organizations (3 units)

SW 655 – Advanced Internship & Seminar (240 hours) (3 units) SW 687 – Capstone Seminar (3 units)

Semester Units = 15*

Total Units for Advanced Year = 30*

Total Units for MSW Program = 60*

*Students who receive either the CalSWEC Child Welfare Training Project Stipend or Mental Health Educational Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.

1 Year Campus Curriculum Map

Advanced Standing MSW Curriculum

Summer Bridge Course Work (6 units) Students accepted into the one-year Advanced Standing MSW Program must complete two summer "bridge" courses prior to joining the current foundation cohort in the Advanced Year MSW coursework. Summer Advanced Standing course fees are handled through the Office of Extended Education and are higher than Fall/Spring fees.

SW 500 – Values & Ethics – The Philosophy of Social Work (3 units): This seminar invites students to explore the values dimensions of Social Work as a field, a discipline, a profession, a practice, and a way of living.

SW 541 – Social Work Practice in Native American and Rural Communities (3 units): Within the historical context of colonization, the spirit and culture of Native American and rural communities are explored. Knowledge, values, and skills to work with and within these contexts are examined.

Advanced Year Curriculum (30 units)

Semester 2 - Fall (15 Units)

SW 640 – Child & Family Welfare (3 units)

SW 641 – Integrated Clinical Practice (3 units) SW 649 – Wellness & Sustainability (3 units)

SW 655 – Advanced Internship & Seminar (240 hours) (3 units)

SW 684 – AGP Qualitative & Indigenous Research Methods (3 units)

Semester Units = 15*

Semester 3 - Spring (15 Units)

SW 651 – Advanced Practice in Indigenous & Rural Communities (3 units) SW 648 – Clinical Social Work Practice (3 units)

SW 643 – Communities & Organizations (3 units)

SW 655 – Advanced Internship & Seminar (240 hours) (3 units) SW 687 – Capstone Seminar (3 units)

Semester Units = 15*

Total Units for Advanced Year = 30*

Total Units for AS MSW Program = 36*

***Students who receive either the CalSWEC Child Welfare Training Project Stipend or Mental Health Educational Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.**

Advanced Standing Summer Bridge Policy

Students must pass both summer bridge courses (B- or better) prior to moving on to the 600-level advanced year courses. If one or both courses are not successfully completed, students will be disqualified from the advanced standing program. Students may reapply to the advanced standing program, and if admitted, may retake the summer bridge course(s) as needed.

MSW Course of Study

Distributed Learning MSW Program

- **3.5yr Part-time online**
- **2 yr Part-time online (advanced standing)**

The Distributed Learning (DL) Program in the Department of Social Work at Cal Poly Humboldt provides an opportunity for students who would not otherwise have access to higher education. We recognize that many individuals in rural communities are already invested in serving their local organizations or tribal programs, and the decision to relocate in order to obtain a degree would potentially create a hardship for the community being served. Our programs build on multiple contexts of learning to develop effective and ethical social workers. Distributed Learning provides access to education so that people can strengthen their own communities without needing to leave their area, jobs, and families; not simply online education. It is education that is interactive, locally based, networked, student-centered, and also online. It is education designed around knowledge about effective and transformative adult learning. Our DL (also referred to as online) programs follow the same curriculum content as our campus-based programs.

In addition, our online MSW program provides students with a community seminar that is designed to support student success. While the majority of course content for DL students is fully online, all students come to campus for a mandatory orientation at the beginning of their program and then once a year to participate in our “January Intensive”. This intensive is typically held over the Martin Luther King, Jr. weekend in January, just prior to courses beginning each Spring semester. We offer both Foundation and Advanced Standing DL MSW programs.

DL Structure & Orientation

Structure:

Students in the online program complete the same course of study as full-time students, but do it over 3.5 years (10 consecutive semesters), including summer courses. The online MSW program also includes a 1.5 unit Distributed Learning Community seminar each semester, designed to develop a cooperative online community and foster relationship building within each cohort. Classes are a combination of asynchronous online courses and synchronous live web sessions.

In addition to the course work below, students are required to attend weekly synchronous (live) class sessions one evening a week (typically Thursday). Students are also required to attend a three-day campus based residency requirement each January, as a condition of maintaining their enrollment in the program. This annual event is typically held from Thursday-Saturday on the weekend of the Martin Luther King Jr. Holiday, before the start of Spring classes each January. Failure to meet these requirements may result in termination from the program.

Orientation/DL Intensive:

MSW program orientation takes place during the January intensive and is required by all students to attend. If a student does not attend the orientation they may be removed from the program and must reapply at the discretion of the MSW and DL Directors.

In extreme cases of a documented catastrophic event, the student may petition to the department to be excused of the January intensive requirement in advance. These waivers are rare, and in most cases, it is suggested that students either take an Educational Leave or rejoin the program (for new admits). If you need to request a waiver from this event, contact the Distributed Learning Program Director.



Semester 1 – Spring; Semester Units = 7.5

SW 500 – Values & Ethics – The Philosophy of Social Work (3 units)

SW 511 – Distributed Learning Community (1.5 units)

SW 541 – Social Work Practice in Native American and Rural Communities (3 units)

Semester 2 - Summer (8 weeks); Semester Units = 7.5

SW 511 – Distributed Learning Community (1.5 units)

SW 540 – Generalist Social Work Practice (3 units)

SW 550 – Human Development, Diversity, & Relationships: Change through the Life Course (3 units)

Semester 3 – Fall; Semester Units = 7.5

SW 511 – Distributed Learning Community (1.5 units)

SW 555 – Foundation Internship & Seminar (240 hours) (3 units)

SW 570 – Dynamics of Groups, Agencies, Organizations, and Communities (3 units)

Semester 4 – Spring; Semester Units = 7.5

SW 511 – Distributed Learning Community (1.5 units)

SW 582 – Program Evaluation (3 units)

SW 555 – Foundation Internship & Seminar (240 hours) (3 units)

Semester 5 – Summer; Semester Units = 7.5

SW 511 – Distributed Learning Community (1.5 units)

SW 530 – Social Policy (3 units)

SW 543 – Generalist Practice II (3 units)

Semester 6 – Fall; Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)

SW 641 – Integrated Clinical Practice (3 units)

SW 649 – Wellness and Sustainability (3 units)

Semester 7 – Spring; Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)

SW 648 – Clinical Social Work Practice (3 units)

SW 651 – Advanced Practice and Indigenous and Rural Communities (3 units)

Semester 8 - Summer (8 weeks); Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)

SW 640 – Child and Family Welfare (3 units)

SW 643 – Communities & Organizations (3 units)

Semester 9 – Fall; Semester Units = 7.5*

SW 611 – Distributed Learning Community (1.5 units)

SW 655 – Advanced Internship & Seminar (240 hours) (3 units)

SW 684 – AGP – Qualitative and Indigenous Methods (3 units)

Semester 10 – Spring; Semester Units = 7.5*

SW 611 – Distributed Learning Community (1.5 units)

SW 655 – Advanced Internship & Seminar (240 hours) (3 units)

SW 687 – Capstone Seminar (3 units)

TOTAL UNITS: 75*

*Students who are enrolled in additional training programs (e.g. Title I-VE, Mental Health in Schools, APS) may be required to take 1.5 seminar per semester

DL Structure & Orientation

Orientation(s)

In addition to the course work below, students are required to attend a summer bridge program launch orientation, and a full department orientation following the summer bridge courses. The summer bridge program launch is typically held in May/June, before the start of the first week of summer bridge classes while the full department orientation is typically held the week prior to the start of Fall semester classes.

Structure

The Part-Time, 2 year Distributed Learning Advanced Standing (DL AS) MSW program begins with summer “bridge” courses in June. Students then enter the advanced coursework in the Fall. Students in the DL program complete the same course of study as campus Advanced Standing students, simply spread out over two years, including summer. The DL AS MSW program also includes a 1.5 unit Distributed Learning Community seminar each semester. Classes are a combination of asynchronous online courses, synchronous live web sessions and a mandatory, annual on- campus intensive each January.

Advanced Standing Summer Bridge Policy

Students must pass both summer bridge courses (B- or better) prior to moving on to the 600-level advanced year courses. If one or both courses are not successfully completed, students will be disqualified from the advanced standing program. Students may reapply to the advanced standing program, and if admitted, may retake the summer bridge course(s) as needed.

DL Related Policies

In addition to the course work below, students are required to attend weekly synchronous (live) class sessions one evening a week (typically Thursday). Students are also required to attend a three-day campus based residency requirement each January, as a condition of maintaining their enrollment in the program. This annual event is typically held from Thursday-Sunday on the weekend of the Martin Luther King Jr. Holiday, before the start of Spring classes each January. Failure to meet these requirements may result in termination from the program.

In extreme cases of a documented catastrophic event, the student may petition to the department to be excused of the January intensive requirement in advance. These waivers are rare, and in most cases, it is suggested that students either take an Educational Leave or reply to the program (for new admits). If you need to request a waiver from this event, contact the Distributed Learning Program Director.

Advanced Standing DL Online Curriculum Plan

Summer Bridge Course Work (6 units) Students accepted into the one-year Advanced Standing MSW Program must complete two summer "bridge" courses prior to joining the current foundation cohort in the Advanced Year MSW coursework. Summer Advanced Standing course fees are handled through the Office of Extended Education and are higher than Fall/Spring fees (currently \$510/unit).

SW 500 – Values & Ethics – The Philosophy of Social Work (3 units): This seminar invites students to explore the values dimensions of Social Work as a field, a discipline, a profession, a practice, and a way of living.

SW 541 - Social Work Practice in Native American and Rural Communities (3 units): Within the historical context of colonization, the spirit and culture of Native American and rural communities are explored. Knowledge, values, and skills to work with and within these contexts are examined.

Semester 2 - Fall; Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)
SW 641 – Integrated Clinical Practice (3 units)
SW 649 – Wellness and Sustainability (3 units)

Semester 3 – Spring; Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)
SW 648 – Clinical Social Work Practice (3 units)
SW 651 – Advanced Practice and Indigenous and Rural Communities (3 units)

Semester 4 – Summer (8 weeks); Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)
SW 640 – Child and Family Welfare (3 units)
SW 643 – Communities & Organizations (3 units)

Semester 5 – Fall; Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)
SW 655 – Advanced Internship & Seminar (240 hours) (3 units)
SW 684 – AGP Qualitative & Indigenous Research Methods (3 units)

Semester 6 – Spring; Semester Units = 7.5

SW 611 – Distributed Learning Community (1.5 units)
SW 655 – Advanced Internship & Seminar (240 hours) (3 units)
SW 687 – Capstone Seminar (3 units)

TOTAL UNITS: 43.5*

*Students who receive either the CalSWEC Child Welfare Training Project Stipend or Mental Health Educational Stipend must take an additional 1.5 unit mandatory seminar each semester they are in internship placements.

MSW Policies Related to Duplicative Coursework

1) Any student may request to challenge the following courses based on mastery of material from coursework completed in the last five years: SW 530 - Social Policy and Services, SW 550 - Human Development, Diversity and Relations, SW 570 - Dynamics of Groups, Agencies, Organizations, or SW 582 – Program Evaluation

2) Only students with a baccalaureate degree in social work from a CSWE-accredited program within the past five years and who do not qualify for advanced standing or who do not choose to apply to advanced standing may request to challenge the additional following courses: SW 540- Generalist Social Work Practice, SW 541 – GSWP with Native American & Rural Communities, and SW 543 - GSWP Macro Practice.

No prior coursework may be used to waive or challenge the SW 555 courses for the Foundation Internship and Seminar; Only students in the advanced standing program can receive credit for the Foundation Internship and Seminar courses; No prior coursework may be used to challenge to waive an advanced year course.

The social work program does not grant social work course credit for life experience or previous work experience.

Procedures to Request Waiver of Duplicative Coursework

To challenge a course, a student must request a waiver in writing. The request for waiver should include a letter to the MSW Director outlining how the course requirements have been met, inclusive of a rural and Indigenous curriculum emphasis. A copy of the course syllabus and any other material should be included with the request for a waiver. Only coursework in which a student received a grade of B or better will be considered. The student may obtain a copy of the current syllabus to aid in their assessment of the fit between their previous coursework and the Cal Poly Humboldt MSW course. The request for waiver must be filed within the first two weeks of the semester. However, students are encouraged to file this request BEFORE the semester so that if the waiver is granted there is time to file an appeal or take an alternative course (waiver of a course still requires a student to complete the same total number of credits).

MSW Policies Related to Duplicative Coursework continued...

Waiver request continued:

Upon receiving the request for waiver, the MSW Director will consult with the primary faculty member teaching in that content area. If there is a question about the waiver the faculty person and the MSW Director will meet with the student to determine if the student's knowledge and skills are commensurate with the Foundation course. If it is determined by the faculty person and the MSW Director that the student's request will be granted, plans will be made by the MSW Director for the student to select and enroll in another course, generally a social work independent study, in order to complete the number of units required in the MSW program for graduation.

If the request of a waiver is denied a student may appeal and request a written examination within the first two weeks of the course. The exam may be multiple choice, short answer, or essay or some combination. If the student can pass the examination with a grade of 85/100 or better, the student's request will be granted.

Transferable Credit for Graduate Coursework

Students will occasionally come in with graduate coursework that they wish to transfer in. The difference between waiver of a course and transfer is that in a waiver the student is acknowledged to have the knowledge, but not the credit. In a transfer the student has both the knowledge and receives academic credit. There are two types of transfer credit, credits from CSWE accredited MSW programs and credits from other accredited graduate programs. Because of the accreditation standards, the transfer of CSWE accredited program courses is much easier. The program does not grant social work course credit for life experience or previous work experience. CSWE-Accredited or International MSW Program Coursework

For students transferring from other CSWE-accredited MSW programs or international MSW programs, who have completed their foundation year, courses from the foundation year can be transferred to assure students are not repeating content. Advanced standing students will generally be required to take SW 500 and SW 541 during the summer advanced standing session. If students can demonstrate that they have coursework that is comparable to SW 500 and 541 it is possible to waive these courses as well. All transfer courses accepted must be at the graduate level with a grade of B or better.

Students will be responsible for providing official transcripts, course syllabi, and a letter from their advisor at the home institution attesting to the equivalency of course work and good academic standing. International students may be required to utilize the Council on Social Work Education International Social Work Degree Recognition and Evaluation Service

(<http://www.cswe.org/CSWE/career/evalservice>) to aid in the evaluation of transfer of credit.

For students accepted from an accredited MSW program or international MSW programs who have not completed the foundation year, the decision to waive courses will be evaluated by the MSW Director on a course-by-course basis prior to admission if the applicant is attempting to enter at a time other than the fall. If the student is a regular admit to the full time program in the foundation year and has appropriate CSWE accredited course work they will follow the same procedures outlined next.

Transfer Credit Continued

General Graduate Level Coursework

Course Work may be considered for transfer credit if it is at graduate level, has not been counted toward any previous awarded degree, and has been completed no more than five years prior to admission to the MSW program. A maximum of two (2) graduate courses may be transferred. Only courses in the foundation year will be considered for substitution. The request for transfer should include a letter to the MSW Director outlining how the course requirements have been met, inclusive of a rural and Indigenous curriculum emphasis.

Procedures on Transfer Credit

The procedures for any student to seek credit for previous coursework will require:

1. Students must, in writing, specify the course or courses that credit is sought.
2. Students will receive the current syllabus from the Cal Poly Humboldt MSW faculty person responsible for that area of study or from the Director of the MSW Program in order to compare content.
3. Students must provide the course syllabus, transcript, and documentation from the instructor or program that the course would fulfill valid credit toward the master's degree from that program.
4. The course cannot have been counted toward the granting of another master's degree.
5. The course must be completed with a grade of "B" or higher.
6. If the student is from a CSWE-accredited MSW program, they must provide written documentation from that program that they are in good standing.
7. Only coursework in the foundation year is eligible for transfer.
8. Upon review by the faculty person responsible for that content area and the MSW Director, approval may be granted if sufficient content is consistent with the mission, goals and objectives of the Cal Poly Humboldt MSW Program.
9. If a student is not approved for transfer of credit, the student may request an examination. If the student passes the examination with a grade of "B" or higher, the student will be granted credit.

Course Descriptions-Foundation

SW 500. Values & Ethics [3] This seminar invites students to explore the values dimensions of social work as a field, a discipline, a profession, a practice, and a way of living.

SW 511. Distributed Learning Community - Foundation [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the foundation year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to process the experiences in coursework and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep.]

SW 530. Social Policy & Services [3]. Examines economic, historical, political, sociocultural aspects of social policy; values and ideologies that shape social welfare programs and services; policy formation, advocacy, and analysis. [Prereq: MSW Program admission.]

SW 540. Generalist Social Work Practice [3]. Applies knowledge and skills for generalist practice guided by the values of social justice and empowerment. Includes skill building lab. [Prereq: MSW Program admission.]

SW 541. Generalist Social Work Practice: Native American & Rural Communities [3]. Within the historical context of colonization, the spirit and culture of Native American and rural communities are explored. Knowledge, values, and skills to work with and within these contexts are examined. [Prereq: MSW Program admission.]

SW 543. Generalist Social Work Practice II: Macro Practice [3]. Social work theory and methods relevant for macro-level practice are considered. Skills for engagement, assessment, planning, and evaluation with client systems including rural and Native American communities are explored. [Prereq: MSW Program admission.]

SW 550. Human Development, Diversity & Relations [3]. Theories in human relations/development, indigenous and other cultural ways of knowing are examined in the context of shifting paradigms and meaning for daily life experiences. [Prereq: MSW Program admission.]

SW 555. Foundation Internship [3]. Foundation community internship, demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework (C). CR/NC, Rep once.]

SW 559. Child Welfare Training Seminar [1.5]. A required component of the title IV E stipend program. Focus is on foundational competencies for practice in child welfare. [Prereq: MSW program admission & stipend recipient. CR/NC. Rep once for credit.]

SW 570. Dynamics of Groups, Agencies, Organizations [3]. Theories of development, and dynamics of larger social systems are examined. Emphasizes diversity, indigenous cultures, social justice and the role of the social worker. [Prereq: MSW program admission.]

SW580. Special Topics [1-3]. Department course schedule has topics. [Prereq: MSW program admission. Rep.]

SW 582. Program Evaluation in Social Work Prepares students to produce research in social work practice at the agency and community level in rural and Native American communities. Research concepts are applied to real-world situations and contexts. [Prereq: MSW program admission.]

SW 599. Independent Study [1-3]. Directed study of problems/issues or special theoretical/analytical concerns. [Prereq: MSW program admission.]

Course Descriptions-Advanced

SW 611. Distributed Learning Community - Advanced [1.5]. This course is a weekly seminar where students, together with the Distributed Learning Coordinator, process experiences in the advanced year of the online graduate Social Work program. This seminar is designed to integrate theory with practice, to gain information about community resources, to monitor student progress in the program, and to progress the experiences in course work and community practice on practical, conceptual, and ethical levels through the practice of writing for social change. Emphasis is on building a learning community while engaging students to support one another's personal-professional growth in understanding the use of self. [CR/NC. Rep.]

SW640. Advanced Generalist Practice: Child & Family Welfare[3]. Examines child, family, and Indian Child welfare policies/practices from historical, political, cultural, economic contexts. Emphasizes advanced practice skills for serving indigenous and rural families and children. [Prereq: complete first year foundation coursework.]

SW 641. Advanced Generalist Practice: Integrated Clinical Practice [3]. Theories, skills, and policies in mental health and problematic substance use are considered. Emphasis on partnering for change in intervention/prevention from a multi-level, multi-system perspective related to diverse communities. [Prereq: complete first year foundation coursework].

SW 643. Advanced Generalist Practice: Community & Organization [3]. Prepares students for advanced level practice with and within communities and organizations. Consideration is given to grant writing, program development, and empowering communities to engage in meaningful change with organizations. [Prereq: complete first year foundation coursework.]

SW 648. Advanced Generalist Practice: Advanced Clinical Practice [3]. Advanced clinical skills needed to work with individuals, families, and groups in the context of advanced general practice are considered. Evidence-based interventions are examined from an ecological, multicultural perspective. [Prereq: complete first year foundation coursework].

SW 649. Advanced Generalist Practice: Wellness & Sustainability [3]. Wellness, prevention, and health promotion in terms of sustainability as a global construct will be considered and its application in culturally appropriate and relevant practice and service. [Prereq: complete first year foundation coursework].

SW 651. Advanced Generalist Practice: Indigenous Peoples [3]. This course examines Indigenous Peoples' social work in a global context. Theoretical, methodological, ethical, and service issues are reviewed within the frameworks of cultural rights, international law, sovereignty, and globalization. [Prereq: complete first year foundation coursework. Rep once].

SW 655. Advanced Internship [3]. Advanced community internship demonstrating students' knowledge, values, and skills in developing partnerships to benefit people and environmental conditions. Concurrent model. 480 total internship hours. [Prereq: complete first year foundation coursework. CR/NC].

SW 659. Advanced Child Welfare Training Seminar [1.5]. A required component of the Title IV E stipend program. Course addresses advanced competencies in child welfare practice. [Prereq: complete foundation coursework & current stipend recipient. CR/NC. Rep once for credit.]

SW 670. Social Work in School Setting A [3]. The course focuses on a macro level framework to explore social work within California's K-12 Public School System. [Prereq: Completion of MSW. Co-req: SW 671]

SW 671. Social Work in School Setting B.[3]. The course utilizes an ecological systems framework to explore social work within California's K-12 Public School System. [Prereq: Completion of MSW. Co-req: SW 670]

SW 680. Seminar in Social Work Topics [1-3]. Department course schedule has topics. [Rep.]

Course Descriptions-Advanced

SW 684. Research II: Qualitative and Indigenous Research Methods [3]. Helps students understand and appreciate research as an interpretive approach to developing a knowledge base for social work practice. Students explore qualitative and Indigenous research theories and methods. [Prereq: SW 582 and MSW program admission. Rep 3 times.]

SW 687. Capstone Seminar [3]. This capstone seminar combines intensive reading, writing, mixed media presentations, and collegial instruction/discussion to help you integrate the major content areas of the social work curriculum (i.e., human behavior, methods, policy, research, diversity, social and economic justice, and non-dominant populations).

SW 699. Independent Study [1-3]. Directed study of problems/issues or special theoretical/analytical concerns. [Requires IA. Rep.]

Independent Studies SW 599 and SW 699

Independent studies are an opportunity for directed study between a student and a faculty member. Independent studies are usually designed by a student with a faculty member in the semester before they are to be carried out. The following criteria are designed to provide a general framework for proposing and carrying out an independent study. The form is also designed to be included in your student file and act as a permanent record of the independent study, serving the same function as a syllabus, it is the contract for the independent study. An independent study can vary from one (1) to more units, though generally an independent study will be three (3) graduate units. In thinking about the normative amount of work for a graduate unit the following are offered. For one unit of graduate credit you can normally expect to work 3-4 hours per week for a semester (15 weeks). So, a three unit graduate independent study would require 135-180 hours of time. Another way of looking at the normative amount of work is that a typical graduate class will require one 25-30 page paper, or two 12-15 page papers, or three 8-10 papers. None of these are provided as ridged benchmarks, but rather general sign posts.

Independent Study Contract should contain the following:

- Student Name & ID
- Independent Study Title
- Independent Study Instructor
- Learning Objectives-what is it you expect to learn through this independent study
- Learning Projects you intend to produce-by what means will your learning be evaluated?
 - If appropriate include a bibliography or reading list
- Calendar with certain tasks expected to be completed or a timeline for the independent study. In general you should endeavor to complete work in one semester.
- Signatures of Student, Faculty, & MSW Director all dated.



Culminating Experience/ Comprehensive Exam

Comprehensive Exam

This Comprehensive Examination measures how well you are able to integrate and connect your educational journey in the advanced year to the nine competencies from our MSW Program. These are based on the Council on Social Work Education (CSWE) 2022 educational practice accreditation standards (EPAS). All culminating experiences for the Master's degree, regardless of specific form or discipline, must document the student's achievement of their graduate program learning outcomes.

In your MSW Program Comprehensive Examination, you are expected to demonstrate your ability to integrate knowledge, show critical and independent thinking, and how you have achieved mastery of the MSW Program Competencies and Behaviors in relation to your learning. You are expected to evidence independent thinking, appropriate organization, critical analysis, and accuracy of documentation. All of this will be done through an e-portfolio. Your e-portfolio will serve as a summative demonstration of your ability to integrate the knowledge, values, and skills of social work practice.

Portfolio Exam Guidelines & Structure:

A brief bio: Share your background, experiences, and professional journey (thus far).

1. Your social work practice philosophy: Reflect on your approach to social work, with attention to rural and Indigenous contexts. Appropriate citations should be included as necessary. Reflections from SW 500 may be incorporated into this section.
2. Optional: Add a personal touch to your portfolio with photos, graphics/images, as long as they are open-sourced or you have obtained permission from individuals featured in the content.
 - Personalization is encouraged, but all required headings and sections must still be included for clarity.

Competencies: You must address all nine advanced year 2022 CSWE competencies. For each competency, provide:

Two distinct items that demonstrate how you met the competency; ensure both rural social work practice and Indigenous practice or ways of knowing are reflected.

1. You may include course papers, practicum case studies, research projects, client assessments (de-identified for confidentiality), infographics, recorded role plays, or other relevant professional work as a part of attending the program. Please note discussion forums are to be excluded.
2. Each item may only be used twice throughout the portfolio.
3. Items will only be acceptable if they come from the advanced year courses/practicum with the exception of SW 500 (Values & Ethics), and SW 541 (GSWP-Native American and Rural Populations).

Written Justification:

- For each competency, provide a 300-500 word description that:
 - Explains how the items demonstrate your achievement of the competency.
 - Justifies how these examples align with both rural and Indigenous practice contexts.
 - Reflects on your learning, professional growth, and the application of social work values.

100 Points Total, must average 80 points or higher to pass. All students will take SW 687: Capstone Course and work with their instructor to reflect and prepare the portfolio. The course may offer separate or additional instructions for the portfolio, however, the above is what is expected in the exam. Submission of an accessible link to your e-portfolio will be available via Canvas (MSW Advanced Year support shell).

The Practicum & Placement Education Component

Humboldt's graduate social work program provides students the opportunity to apply classroom learning by engaging in supervised community practice. The Director of Practicum & Community Placement maintains relationships with a variety of social agencies that provide placement opportunities for students. While the vast majority of agencies and placements exist in Eureka and Arcata, we have placements throughout Humboldt and Del Norte, and ongoing partnerships in Mendocino, Lake, Trinity and Shasta counties. Every effort is made to place students in agencies that will support their learning goals. Given the rural nature of the community and the focus of the program, students may be placed in communities that will require them to travel (either to their placement or as part of their placement). Since efficient public transportation is not available in all areas, a dependable car and a budget for gas and maintenance is necessary to ensure a range of agency choices and educational experiences.

The Cal Poly Humboldt Department of Social Work provides placement practicum experience consistent with the program goals and objectives designed to prepare students for advanced generalist practice with rural and indigenous communities in public, private, and tribal organizations. The program seeks to meet the growing need of the northern California coastal and inland rural communities for advanced practitioners in social work by preparing students through diverse and challenging learning experiences.

Upon acceptance into the MSW program at Cal Poly Humboldt, students work with the Director of Community Placement and Practicum to develop a foundation year placement. The director will help you prepare your resume, identify your past experience and the areas of practice you are most interested in. Students will usually be given several options to interview with prospective community settings. The director works with you and the prospective MSW supervisor to make sure there is a good fit.

Advanced year placement requires successful completion of all foundation course work and the foundation year placement. Only students with a CSWE-accredited, undergraduate, baccalaureate degree in social work can apply and be accepted into advanced standing. Advanced standing students complete only the second year experience and seminar. Only students who have successfully completed the foundation year from CSWE accredited MSW program can transfer into the concentration year. The Director of Community Placement and Practicum works with students in the foundation year to plan for the concentration year placement. Advanced standing students go through the placement process late spring, prior to the concentration year.

In the part time online program, planning for the foundation year placement happens in the spring of the first year of foundation coursework. Planning for the concentration year placement happens in the spring of the first year of the advanced coursework. Part-time students need to consider and plan for the practicum component with their current employer. While it is possible to do some of your practicum work with your current employer (see the Practicum Handbook for specific policy) it is unlikely (and in most cases undesirable) for you to do all of your practicum in your employing agency. In most cases it will also be impossible for you to do all of your practicum hours on weekends and nights (it is also highly undesirable to do this from the perspective of professional growth). Early planning and discussions with your current employer will generally allow them to be more supportive of your educational efforts.

The Practicum & Placement Education Component

It is the Director of Community Placement and Practicum's responsibility to develop placement sites for students. If you have an agency you are interested in doing a placement in, you should contact the director to explore if this is an existing site, or a site under development. If it is not a current placement, the director can begin this exploration with the agency. You should not pursue the exploration of placements as there are legal and accreditation requirements that require the Director of Community Placement and Practicum to pursue the development of a new community site.

Grading in the reflective seminar and in placement is on a credit/no credit basis. A structured, written evaluation takes place at the end of each semester. The agency MSW supervisor recommends a grade to the School although the School's Practicum work faculty makes the determination of your actual grade.

Placement Malpractice Insurance

One additional cost as a graduate student in social work will be professional liability/malpractice insurance for participation in your required placements. All Cal Poly Humboldt students in a supervised internship are assessed a fee as a part of Practicum courses. This fee is assessed through your registration and covers you while you are enrolled in SW 555/655.

As an MSW student you may wish to carry additional coverage which is available to you at a reasonable fee via the National Association of Social Workers (NASW). Student membership in NASW is about \$48 dollars and the cost of insurance is about \$25 as a current MSW student each year. You are also eligible for other services as a member of NASW (<http://www.socialworkers.org>).

Pupil Personnel Services Credential in School Social Work

Pupil Personnel Services Credential in School Social Work

The Cal Poly Humboldt Department of Social Work offers a post-MSW Pupil Personnel Services Credential with a specialization in School Social Work (PPSC-SSW) for persons holding a Master of Social Work degree from a program accredited by the Council on Social Work Education. The PPSC-SSW program builds upon the breadth and depth of the MSW curriculum, by providing specialized instruction to develop the knowledge, skills, and values required to effectively provide social work services within public school systems. Social workers who successfully complete the program will be eligible to apply to the California Commission on Teacher Credentialing (CTC) for the Pupil Personnel Services Credential in School Social Work. See this [link](#) for the 2019 CTC Pupil Personnel Services: School Social Work Preconditions, Program Standards, and Performance Expectations.

The Pupil Personnel Services Credential The California Commission on Teacher Credentialing (CTC) issues Pupil Personnel Services Credentials (PPSC) with authorizations in four service areas: school counseling, school psychology, school social work, and school child welfare and attendance services. Social workers who work in California K-12 Public Schools are usually required to hold a PPSC with a specialization in School Social Work.

The PPSC-SSW Program at CPH is designed for students who have already completed their MSW and who can demonstrate that they have completed internship hours that satisfy the State of California's Commission on Teacher Credentialing requirements for the School Social Work credential.

Cal Poly Humboldt's PPSC-SSW program enables social workers to develop specialized competencies to provide effective social work services within public school systems. Students must successfully complete all CTC PPSC school social work practicum placement requirements. The practicum requirements, whether completed as part of an MSW program or acquired through post-MSW practicum placements, must be documented and verified. In addition, students must complete two courses offered during CPH's summer session through the College of eLearning and Extended Education. These courses are taught by CPH Department of Social Work faculty with PPS credentials and experience working in school settings.

Advising



Students are assigned an advisor prior to starting their first semester and students are notified at the start of the academic year. Students are encouraged to contact their advisor and to meet with their advisor at the start of the program and at least once each semester. The Social Work Department has a reputation for devoting considerable time and effort to a student's academic and professional development. Advising serves two purposes, one logistical the other philosophical. Logistically the advisor ensures that the student is registering for all the courses necessary to graduate on time. Philosophically, the advisor is a source for professional growth. The advisor is someone who can be consulted with if the student is experiencing challenges (see student support process), is unsure about how to proceed to meet professional goals, or in any other way that seems helpful to the student. All faculty are willing to consult with students and a student is by no means required to use his/her advisor as the only person they seek support from. Students are strongly encouraged to take the time to get to know their advisor, who can be very helpful in writing letters of recommendation for and being an ongoing resource post graduation.

The faculty encourages students to actively maintain contact with them throughout the program. Challenges created by financial, physical and emotional dilemmas are not unusual for graduate students. To establish the best possible balance of academics, practicum/internships, work, personal and family life in order to successfully complete the MSW Program, the faculty advisors can be of support. If the student is having academic, professional, or personal difficulties that are impeding the student's progress in a particular course, the instructor will likely encourage the student to seek out his/her advisor as well as inform the advisor to contact the student. The social work faculty desire to take a proactive approach to supporting students to fulfill their potential and to grow in ways to strengthen their education and performance in the program.

However, the faculty also understands that students are mature adults and encourages students to also be proactive in seeking out support and supervision. As a professional social worker, the skill of using supervision is critical. We encourage students to use the support of the advisor, instructors, MSW Director of Community Placement and Practicum, Practicum Instructor, Faculty Liaison and fellow students to help you fully be able to use this graduate experience.

The faculty advisor is also responsible to meet with their advisees and to make sure that students are progressing successfully and registering for the appropriate classes each semester. In the Fall of the Advanced year, the student will fill out and sign their Advancement to Candidacy Form. The ATC form is then to be reviewed and signed by the faculty advisor and the MSW Director. This is the formal contract that the admissions office will review for graduation.

Enrollment

Upon admission to the MSW program the MSW Administrative Assistant and the office of Admission and Enrollment services will work with you to ensure you are properly enrolled for courses.



Entering Students:

After you have accepted admission to the program, the Office of the Registrar will typically send information on how to begin in the registration process.

As part of the registration process, you are REQUIRED to turn in proof of your Measles/Rubella vaccine to the Student Health Center (SHC) prior to your first semester at Cal Poly Humboldt. Send or fax a copy of your immunization record to the Student Health Center at (707) 826-5042. If you have any questions regarding this requirement, please contact the SHC (707) 826-3146, health1@humboldt.edu, or check the SHC website, <https://wellbeing.humboldt.edu/shc-welcome>

All online correspondence will be sent to your Cal Poly Humboldt email address and this is considered the University's official form of communication. The Office of the Registrar will notify you via email on the first day that you can register as a new graduate student. Typically, students will be able to register mid August.

Continuing Students:

Enrollment in subsequent semesters will be done using the university's web-based registration system. Students should meet with their advisor to get the necessary information and access codes (if needed). You should arrange to do this during the registration period. We ask you not to attempt to get these codes from the administrative staff. If you cannot meet with your advisor in person you can get this information via phone or email.

Enrollment is conditional to the successful completion of earlier courses. Failure to complete a semester may require a student to suspend her/his program. This is due in large part to the sequential nature of the program. If a student cannot proceed/he will work with her/his advisor to develop an alternative plan to complete the program.

Probation

Students in master degree programs must maintain an overall GPA of 3.0 in all courses taken to satisfy the requirements for the degree as outlined in the Cal Poly Humboldt Catalog and remain in "good standing". Good standing is the status necessary to be eligible for graduation. A master's candidate will be placed on probation for failure to maintain a minimum 3.0 GPA. Failure to maintain a 3.0 GPA for one semester will result in the candidate being placed on probation. When a student is placed on probation they will be scheduled for a Level 3 meeting as articulated in the student support process, to develop a plan to bring the GPA back to a 3.0 level. The student support process will be used to assist the student in being successful.

Disqualification

If the overall GPA remains below a 3.0 for a second semester, the master's candidate will be disqualified. Disqualified students will not be allowed to register without formal readmission to the university. This policy applies to conditionally classified and fully classified graduate students. Master's candidates may be placed on academic probation, and subsequently disqualified for failure to make adequate progress in the program, and for failure to maintain satisfactory performance in specified requirements beyond the credit-bearing graded course work.

Readmission

Disqualified graduate students may not register without formal readmission to the university. Students will be considered for readmission through the normal application process (a CSU application, the application fee and approval from the department). After readmission, students must maintain a 3.0 GPA.

Reinstatement

If there are extenuating circumstances, such as extended medical complications, disqualified students may apply for reinstatement by writing a letter to their advisor and to the MSW Director, with a copy going to the graduate dean. The faculty of the program, the MSW Director and the graduate dean will review their quest for reinstatement. Reinstated students must improve the GPA to acceptable levels to return to good standing. If the first term after reinstatement (and subsequent) GPA is 3.0 or better, but the overall cumulative GPA is still below 3.0, the student remains with a status of "reinstated." If the first term after reinstatement GPA is below 3.0, the student is disqualified. Good standing is achieved when the term and cumulative GPA are both improved to 3.0 or better. Students must achieve "good standing" to be eligible to graduate.



Withdrawal and Readmission

Under certain circumstances a student may find it necessary to take a leave of absence from the program. While we would hope this never arises, life often has different plans. If circumstances are such (e.g., serious illness, family emergencies) that you believe you must suspend your progress in the program, please discuss the situation with your advisor and the director of the MSW program. The sequenced nature of the program and our relatively small size, often means that taking a leave could mean you might have to wait a year or longer to come back into the program. Also, please remember that readmission to the MSW Program is not automatic. A student must reapply according to specific procedures and deadlines.

Leave of Absence

Though the Cal Poly Humboldt campus does have a policy for a formal leave of absence, it is strongly encouraged that students do not plan to take a leave unless experiencing extraordinary personal circumstances (e.g., serious illness, family emergencies). If a student is in such a circumstance or is intent on requesting a leave of absence for another reason, it is essential to discuss this action with your faculty advisor. The faculty advisor, the MSW Director and the graduate dean must approve the request. Due to the nature of the curriculum plan, a leave usually would require a full year before returning, and in some cases longer. There may be other options other than a leave of absence that may help you preserve your movement forward toward degree completion.

Campus policy is that when students are on educational leave of absence, they are not permitted to use Cal Poly Humboldt facilities, access library and computer resources or be supervised by faculty.

Attendance Policy

The Department of Social Work recognizes the relationship between values, skills, and knowledge gained in the classroom and our professional accountability to the communities we serve. Further, attendance and punctuality demonstrate professional behavior and respect for peers and the learning environment. Our expectation is that students will attend every class, arrive on time, and stay through the end of class.

Students are expected to communicate with instructors as soon as possible regarding any absence and are encouraged to communicate with faculty about any circumstances that may interfere with their academic progress. Students should notify their instructors ahead of time when an absence is anticipated.

Students who miss five classes for courses that meet twice per week or three classes for courses that meet once per week, may fail the course and cannot earn a grade higher than B+. Students are cautioned that they may not be able to continue in the course sequence if they do not pass a particular class because earlier classes are prerequisites for later classes. This means students are likely to be set back an entire year.

Instructors have discretion whether or not to provide alternate assignments for students to make up missed classes. Instructors may initiate the Student Academic/Professional Support and Review process (see Student Handbook) at any point related to concerns regarding a student's performance. Students are also invited to initiate the Student Academic/Professional Support and Review process by contacting their instructor.

Grades and Grade Appeals

All MSW students need to be aware that at Cal Poly Humboldt, a student must maintain a 3.0 GPA ("B") at the end of every semester or face probation. Though a student can receive a grade of "B-" and still maintain an overall 3.0 GPA, any course in which the student does not receive a "B-" or above will not count toward graduation. While every effort is made to support students to perform at the level of "B" or better, on occasion students may find it necessary to repeat a course in order to finish their degree requirements. It is extremely important to work with your advisor and the course instructor to attempt to avoid this challenge. If at all appropriate, use the student support process early to avoid grades below "B". Students may be required to take a leave of absence depending on when in their academic program they encounter this challenge.

Incomplete Grades

The grade of incomplete is not designed to rescue a student from receiving a low grade. The grade of incomplete is designed when there are extraordinary circumstances (e.g. medical issue, family emergency, natural disaster, etc.) that have prevented the student from completing work in a timely fashion.

Incomplete grades are not given out without consultation with the faculty member. The faculty member and the student should agree on the work that needs to be turned in and a date for when it must be accomplished. While the university has a one year time limit by which incompletes must be taken care of before converting to a letter grade of "F"; it is important to note that you may be prevented from progressing in your movement toward your degree with an incomplete. You will not be able to move into concentration year courses or progress in field if you have an incomplete. It is, therefore, generally the procedure within the MSW program that incomplete grades must be completed prior to the start of the next semester. The grade of in process "RP" is used when the design of the program or course of study will usually make it difficult for students to complete the work within the time frame of the course.

This is often the case with intensive courses such as those offered in the summer. This is not an automatic process and the instructor will notify you in the course syllabus if they intend to offer in progress grades for the course.

If students have questions regarding their grade in a course, they are encouraged to talk with the instructor of record. The student can also use the student support process to explore the grade. If a student is still not satisfied and believes a grade is due to unfair or unprofessional conduct of the faculty person, students may seek to utilize the grievance procedure at Cal Poly Humboldt. See appendices.



Student Rights and Responsibilities

The student is responsible for reviewing and complying with all Cal Poly Humboldt student policies. A list of all Student Rights and Responsibilities can be found on Cal Poly Humboldt's website, here: <http://studentrights.humboldt.edu/>

The Social Work Program is an academic community dedicated to the ideas of social justice. Its faculty, staff, and students aim to not simply espouse social justice, but also to practice it in our daily interactions. As part of that commitment, we are working to ensure that the program is an environment in which discriminatory, harassing, unethical and unprofessional behavior does not occur to any person for any reason. We must work together to create a safe environment for all members of our diverse community.

The policies of Cal Poly Humboldt are aimed at helping to ensure a safe and supportive environment that allows for maximum learning for everyone involved. In addition to the university policies, the 2022 Educational Policies and Accreditation Standards (EPAS) from our accreditation body, the Council on Social Work Education (CSWE) affirms and strengthens the enduring commitment of social work education to principles of anti-racism, diversity, equity, and inclusion (ADEI). CSWE continues to support social work programs in developing a workforce of social workers who are knowledgeable about the ways positionality, power, privilege, and difference affect practice areas, and how social workers challenge systems of oppression that affect diverse populations.

The department attempts to utilize an informal consultative process outlined in the Academic/Professional Support and Review process to address concerns regardless of their etiology. This policy is not a substitute for your rights and the procedures outlined in general Cal Poly Humboldt policy. However, we believe that many of the challenges that occur in academic and practicum experiences provide educational opportunities. We hope you will take personal responsibility for addressing your behavior to make this a supportive and productive academic experience and use the student support process when appropriate to aid you in this process.

The faculty of the Department of Social Work regularly discusses the milieu of the program and concerns regarding overall issues and student specific issues. The results of these meetings may result in activation of the student support process in order to address concerns that faculty have.

The student support process is automatically initiated when certain events occur (e.g. a student is placed on academic probation, is removed from a practicum setting, or does not pass an academic class). Students are encouraged to also activate the support process if they have concerns about a course, their performance, or the performance of a faculty member.

Student Rights and Responsibilities Continued...

The practice of professional social work requires practitioners to maintain agreed upon ethical and professional standards for practice at all times. These standards include published professional practice and ethical principles of the National Association of Social Workers. As such, students are expected to behave in a manner that displays the highest regard for human dignity. Students are also expected to demonstrate personal qualities that are required for social workers (i.e. ability to listen empathetically and accurately, ability to engage effectively with a wide diversity of clients in practicum settings, ability to work in an effective manner with other providers with a willingness to seek out supervision and follow directions). This professional behavior is expected both in the classroom and other relevant professional settings (i.e. practicum placement, when conducting research etc.). Evaluation of professional conduct includes observations from faculty and formal written evaluations by practicum supervisors. Any student found lacking in professional conduct may be placed on a corrective action plan via the student support process. Failure to meet the goals in the corrective action plan may result in disciplinary actions that include dismissal from the program.

Sanctions from university entities such as the Dean of Students Office, the Dean of the College of Professional Studies, the Dean of Graduate Studies or other similar offices may inhibit a student from participating in university activities (such as fieldtrips, practicum placement activities, or other program related activities). When this occurs, the leadership team consisting of the Program Director, Chair of the Department, and others as needed will consult with the relevant office and determine if disciplinary action including program disqualification is warranted given the violations and terms of the sanction.

Social Media and Department Technology Conduct Policy

Social Work students are considered professionals in training. As such, they are expected to act in accordance with ethical and professional standards. Some of these standards extend beyond one's professional roles, including conduct in public settings and forums. Given the pervasive use of social media, it is important to be sensitive to these standards when engaged in online behavior.

Posting on a social networking site (e.g., Facebook, Instagram, Reddit, X/Twitter, TikTok etc.), a professional networking site (e.g., LinkedIn), a publicly viewed narrative (e.g., blogging), or even sending an email should be done with awareness of the limited privacy associated with these media. It is recommended that students assume that nothing is private when using social networking and remember that once posted on the Internet, comments, pictures, opinions and other communication can easily become public and, in some cases, are permanently accessible. Care should be taken when posting, as clients, other students, faculty, and potential employers can be exposed to such content through searching, forwarding, "tagging," or simply by word-of-mouth. This is true even when accounts are set to "private."

Some forms of unprofessional online behavior would include posting inappropriate pictures, making insensitive or disrespectful comments about specific others (e.g., clients, other students, faculty, supervisors, etc.) and/or groups of others (e.g., those from a different culture, religion, etc.). In the event that a student engages in unprofessional conduct online, the conduct will be first addressed verbally by the Program Director. More persistent or serious violations will result in development of a Corrective Action Plan.

Student Rights and Responsibilities Continued...

Student Rights in Relation to Harassment

Harassment is behavior that intimidates or demeans others. It can be verbal, written, or physical. If you experience harassment at the University or in an agency during your Practicum experience, talk with someone you trust. Your Faculty Practicum Liaison, Practicum and Community Placement Director, the BASW or MSW Program Director and the University Dean of Student or Campus Title IX Coordinator are people who can help you. Talking about harassment is one way to stop it and prevent its recurrence!

If you experience harassment because of your race, gender, religion, ethnic background, disability or sexuality, you may discuss the issue with any of the individuals or agencies listed below. They are here for your support and protection.

Dean of Students:

Website: <https://deanofstudents.humboldt.edu/>

The mission of the Dean of Students is to promote inclusive student success through diverse programs and services that encourage social responsibility, self-advocacy, leadership development and community engagement.

Email: dos@humboldt.edu

Phone: 707-826-3504

Dr. Mitch Mitchell-Dean of Students

Campus Title IX Coordinator/Discrimination, Harassment and Retaliation Prevention Administrator:

Website: <https://titleix.humboldt.edu/>

If you have a complaint against a Cal Poly Humboldt student, employee, or staff member for sexual harassment, sex discrimination, or sexual assault, you should contact the Title IX Coordinator. The Title IX Coordinator is responsible for Title IX compliance for matters involving students and employees, including training, education, communication, and administration of grievance procedures for all Title IX complaints. Duties and responsibilities: monitoring and oversight of overall implementation of Title IX compliance at the University, including coordination of training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community.

University Resources

Office of Diversity, Equity and Inclusion:
Website: <https://diversity.humboldt.edu/>

The Office of Diversity, Equity, and Inclusion leads the visioning and implementation of Cal Poly Humboldt's quest for inclusive excellence in alignment with the institution's 2021-2026 Strategic Plan, Future Forward. Through compassionate listening and intentional cross-campus and community collaboration, we strive to transform relationships and policies to shape the Humboldt of the future. We will achieve our purpose by implementing our six-pillar framework of inclusive excellence: (1) A safe and welcoming community (2) Equitable opportunities and outcomes (3) Strategic partnerships (4) Intercultural competence and cultural humility development (5) Organizational resources and (6) Collaborative leadership and shared accountability.

Counseling & Psychological Services:
Website: <https://counseling.humboldt.edu/counseling-psychological-services-new>

This campus service is designed to provide brief therapeutic support and referral for continued counseling in the community. Services offered include: psychological assessment, short term individual and couples counseling, groups and workshops, information and referral, crisis intervention, outreach, psychoeducation, and consultation. Student Health Bldg, Cal Poly Humboldt Campus. hsucaps@humboldt.edu | (707) 826-3236 (crisis therapists available 24/7)
Office Hours: Mon/Wed/Fri 8:45 am - 4:15 pm | Tues/Thurs 9:45 am - 4:15 pm

Title IX Notice of Non-Discrimination

The California State University does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off campus). The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, and gender based dating and domestic violence and stalking.

- Sexual Assault Policy
- Rights and Options for Victims of Sexual Violence, Dating Violence, Domestic Violence, and Stalking
- Notice of Non-Discrimination on the Basis of Sex
- Myths and Facts About Sexual Violence

Safety of the Cal Poly Humboldt Campus Community is Primary

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or violence; therefore, victims should not be deterred from reporting incidents of sexual violence out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual violence shall not be subject to discipline for related violations of the Student Conduct Code.

Information Regarding the Cal Poly Humboldt Campus' Criminal and Civil Consequences of Committing Acts of Sexual Violence

Individuals alleged to have committed sexual assault may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline/sanctions at the university. Employees may face sanctions up to and including dismissal from employment, per established CSU policies and provisions of applicable collective bargaining unit agreements.

Students charged with sexual discrimination, harassment or violence will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include immediate interim suspension from the university, required move from university-owned or affiliated housing, adjustment to course schedule, or prohibition from contact with parties involved in the alleged incident.

For more information, visit: <https://titleix.humboldt.edu/>

Mandated Reporting, Sexualized Violence Disclosures & CSU Interpretation of Title IX

Mandated Reporting, Sexualized Violence Disclosures & CSU Interpretation of Title IX

In the event that you choose to write or speak about having survived sexualized violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were an Cal Poly Humboldt student, federal and state education laws require that, as your instructor, I notify the Dean of Students. They will contact you to let you know about accommodations and support services at Cal Poly Humboldt and possibilities for holding accountable the person who harmed you.

If you do not want the Dean of Students notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and discuss options for holding the perpetrator accountable.

● Campus Advocate Team provided by North Coast Rape Crisis Team 24-hour Hotline: (707) 445-2881

● Humboldt Domestic Violence Services 24-hour Hotline: (707) 443-6042

● Cal Poly Humboldt's Counseling and Psychological Services* M-F 8 am – 5 pm; 24 hour Crisis Line: (707) 826-3236

● Mira Friedman, Cal Poly Humboldt Health Educator* (707) 826-5234, mira@humboldt.edu

● Mary Sue Savage, Prevention Coordinator* (707) 826-5235, mss62@humboldt.edu

*If it's determined that a perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, these Cal Poly Humboldt employees are required to notify the Dean of Students and/or the campus police.

Social Work Department Nondiscrimination Policy Statement

No person shall, on the basis of race, color, religion, national origin, gender, sexual orientation, marital status, pregnancy, age, disability, political orientation, disabled veterans' status or Vietnam/Iraq/Afghanistan veteran status, be denied the benefits of or be otherwise subjected to discrimination under any program or activity offered under the control of the Department of Social Work at Cal Poly Humboldt.

Social Work Department Student Support Process

Prevention

Through discussions in the classroom, Practicum/field, and advising, faculty offer support to students experiencing challenges in meeting expectations of a course, the program, or the university.

Typically, this level of support is sufficient to resolve concerns.

Level 1 (Support) – Meeting between Student and Faculty Member and/or Advisor

Students are encouraged to access faculty and/or advisor support whenever they have a concern related to their own performance or the educational environment. At this level, faculty and/or the advisor may recommend behavioral changes to the student, modifications to assignments, and/or the provision of additional support services. The outcome of this meeting may be documented, but documentation is not required.

Level 2 (Consultation)– Meeting between Student, Faculty, Advisor, and/or Campus Support Services Staff If the issue is not resolved in consultation with faculty and/or the advisor, any party may Initiate a meeting involving the student, faculty, and advisor to explore additional support and steps that might be required (if the faculty member is also the advisor a second faculty member will be chosen by the student or faculty member). At this level, the faculty and/or advisor may recommend additional behavioral changes to the student, modifications to assignments, and/or the provision of additional support services. Documentation of this meeting will be placed in the student file.

Level 3 (Resolution)– Meeting between Student, Faculty, Advisor, BA/MSW Director and/or Practicum Director and/or Title IV-E Coordinator. If the issue is not resolved in the meeting with the student, faculty, and advisor, any party may involve the Program Director (BA, MSW, and/or Practicum Director). In this meeting, the student, faculty, advisor, and program director may develop a formal plan and timeline for behavioral change, modifications to the student's course of study, referral to university disciplinary procedures, or re-evaluation of a student's suitability for the social work program. Results of this meeting will be documented in the student file and forwarded to the Department of Social Work Administrative Team.

Social Work Department Student Support Process

Review Process

If the issue is not resolved, any party may submit a signed letter to the Department of Social Work Administrative Team within one week of notification of the Level 3 action requesting a review of the issue. The letter should indicate the concern with the prior recommendations and/or actions, and suggest further steps toward resolution of the concern. The student may bring an advocate to this meeting. Results of this meeting will be documented in the student's file and will include a formal letter detailing the Department's requirements for resolution of the concern.

If any party believes that further action is warranted, they may utilize University grievance procedure.

Process for Resolution of Student Concerns

Students are encouraged to follow the following steps in resolving their academic concerns.

1. In the event that a student has a concern about a class, a faculty member, or a staff member, the student is encouraged to speak directly with the faculty or staff member to discuss and collaboratively resolve the issue when possible. If the concern is not resolved, the student may consult with the respective BASW or MSW Program Director. If the concern is not resolved with the Program Director, the student may discuss the concern with the Department Chair.
2. Concerns regarding Practicum education should be presented to the Director of Practicum.
3. If the concern is related to stipend project participation, students are encouraged to discuss the concern with the Project Coordinator. If the concern is not resolved, the student may discuss the concern with the Project Director (Department Chair).
4. If the concern is related to the program or curriculum, students are encouraged to discuss the concern with the appropriate Program Director (BASW/MSW). Both the Department and the College administration encourage students to make every effort to resolve concerns at the Department level. Students may also utilize the University grievance process for which the policies and procedures are outlined next:

Overview of Student Grievance Procedure Related to Grade or Policy Dispute

Overview of Student Grievance Procedure Related to Grade or Policy Dispute

Prior to filing a Level 1 grievance with the Dean's office, you should first meet with the instructor to discuss and review the disputed grade; if you are still not satisfied that the grade assigned is appropriate, you should meet with the department chair who will seek ways to informally resolve the issue. You should also meet with either the ombudsperson or grievance coordinator who will review the Level 1 grievance procedure with you in case the informal resolution is not possible and you choose to pursue a formal grievance. These meetings must occur within the 20 instructional days allowed (see below); the 20-day timeline is not suspended while you are seeking an informal resolution to your dispute.

LEVEL 1

If you have a dispute about a grade or policy, you must initiate the grievance process no later than twenty (20) instructional days after the last day of the term in which the alleged incident occurred. To begin the grievance process, you will submit a written statement describing the grievance and request a meeting with the appropriate administrator (for example, if the dispute is concerning a grade or academic department policy, the associate dean of the college overseeing the class or department that is disputed is the appropriate administrator).

The appropriate administrator notifies involved parties of the dispute and attempts to resolve the dispute at this level and, within prescribed timeline, informs all involved parties and the student grievance coordinator of the result. If the dispute is not resolved, you may choose to take the grievance to Level 2 within ten days by filing another written statement in consultation with the student grievance coordinator. The grievance is then referred to the grievance committee chair. Student Grievance Level 1 form: <http://www.humboldt.edu/forms/node/477> (for administrators)

LEVEL 2

If the grievance committee chair determines that the grievance meets the criteria to advance, he/she notifies the grievant and the respondent that the grievance will proceed to Level 3. The respondent is given a prescribed time to respond in writing, whereupon the whole package of written documents is given to the student grievance committee for investigation at Level 3.

Student Grievance Level 2 form: <http://www.humboldt.edu/forms/node/486> (for students)

LEVEL 3

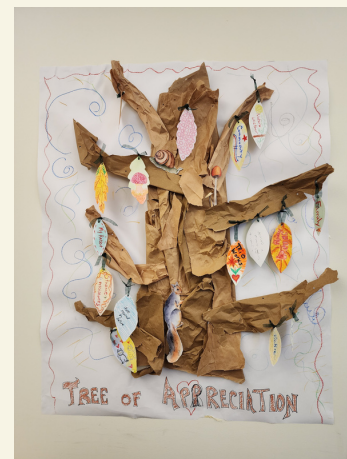
The voting student grievance committee membership consists of three faculty members, one staff member, and three students along with the vice-provost and the student grievance coordinator who is a non-voting member. The committee investigates, makes a report that is sent to all parties, and files a recommendation with the appropriate administrator.

Note this is an informal summary of the procedure. Please review the official procedure for details, and direct questions to the student grievance coordinator.

Student Grievance Resources can be found online at:

- Student Grievance Policy & Procedures (President's office website):
● <http://www.humboldt.edu/policy/PUML-00-01Grievance-Policy-and-Procedures-StudentsFiling-Complaints-other-Discrimination-or-Unprofes>
- University Ombudspersons

Social Work Student Clubs



The Social Work Student Association (SWSA)

Currently the Social Work Department has one student association for both BSW and MSW students. Graduate students are encouraged to get involved with their BSW colleagues to organize for social, educational, political action. However, MSW students are also free to establish a formal structure for a graduate student association as a part of the overall social work student association. The department will facilitate these processes through assigning a faculty advisor and the development of policies and processes for student participation in governance and program development.

A coordinated student participation is essential to a successful MSW program by providing direct advice and feedback regarding the curriculum, the program structure and for future development of an MSW alumni association. A student-run, student-directed association offers students a vehicle for a collective voice to address concerns, advocate for program improvements as well as for social action on campus, within local communities and for national and international issues.

At the campus level, the MSW student association can work to keep the graduate program visible on campus through student activities. Within the department, the organized student association participates in the governance of the MSW program by providing student input and student representation at the department meetings to address academic and curriculum concerns, policy issues and changes, and on recruitment and retention of students. Representatives will be able to participate in department meetings, the Community Advisory Committee, and as a member of the Practicum Advisory Committee. In addition, the Social Work faculty has always included student representation on any faculty search committee.

The Graduate Council, comprised of all the graduate program coordinators on campus, meet to establish policy, review programs and work to enhance graduate education at Cal Poly Humboldt. Each college can select a student representative to attend as a member. If any MSW student is interested, the MSW Director can submit his/her name to the Dean of Professional Studies to be considered for the position as student representative. If selected, the student is expected to attend consistently. The Graduate Office can inform students of the schedule for the Graduate Council meetings. In addition, all Graduate Council meetings are open to any student to attend.

The student association can take a role in community activism by taking a position on social issues and work to improve community conditions. In addition, the student organization can initiate and coordinate social, political and educational events for MSW students.

Social Work Student Clubs



Phi Alpha Honor Society, Iota Epsilon Chapter

The purpose of this chapter shall be to promote enthusiasm for scholarship, achievement and the desire to render service, to promote leadership, and to encourage the development of character in undergraduate and graduate social work students of California State Polytechnic University, Humboldt. See Phi Alpha Handbook/Constitution for additional information.

1. Undergraduate Students. Undergraduate students shall be enrolled in the institution represented by the chapter, have declared a major in social work, have completed 9 semester hours of required social work courses or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved, and rank in the top 35% of their class.
2. Graduate Students. Graduate students shall be enrolled in a graduate program of social work, have completed 9 semester hours of required social work graduate courses or at least 37.5% of the total hours/credits required for the graduate degree, whichever is later achieved, and rank in the top 35% of their class.

Appendices

Appendix 1: Campus Resources

The Associated Students maintains a current list of campus resources found at this link:
<https://associatedstudents.humboldt.edu/campus-resources-2>

Appendix 2: National Association of Social Workers Code of Ethics

The current NASW Code of Ethics can be viewed at the following link:
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Appendix 3: CSWE Educational Policy and Accreditation Standards

The current CSWE Educational Policy & Accreditation Standards can be viewed at the following link: <http://www.cswe.org/Accreditation/EPASRevision.aspx>

Appendix 4: Grievance Policy and Procedures for Students Filing Complaints other than Discrimination or Unprofessional Conduct against Faculty, Staff or Administrators

The current Grievance Policy and Procedures for Students Filing Complaints other than Discrimination or Unprofessional Conduct against Faculty, Staff or Administrators can be viewed at the following link: <https://www2.humboldt.edu/policy/PUML-00-01Grievance-Policy-and-Procedures-Students-Filing-Complaints-other-Discrimination-or-Unprofessional-Conduct>

Appendix 5: Corrective Action Plan

CORRECTIVE ACTION PLAN

MSW/BASW Program Cal-Poly Humboldt

Student Name: _____

Date of Corrective Action Plan: _____

Date of Evaluation of Outcome of Corrective Action Plan: _____

Overview of a Corrective Action Plan: A Corrective Action Plan (CAP) is a means by which the Social Work Department can help ensure that students are maintaining appropriate development of their professional abilities and that student behavior reflects the requisite high standards of professionalism required for degree completion in the MSW/BASW program. A CAP is initiated when informal problem resolution efforts have been attempted and have not been successful. The CAP involves placing the student on remedial status to provide an opportunity to correct the deficiencies identified in the CAP.

Three outcomes are possible at the end of the remedial period:

1. the student's remedial status is continued for a defined period of time with a revised CAP;
2. the student is returned to regular status if the CAP is successfully completed; or
3. It is recommended to the Social Work Department Chairperson and Dean of the College of Professional Studies that the student be dismissed from the MSW/BASW program.

Determination of the outcome of the CAP is made by the MSW/BASW Program Director in consultation with the MSW/BASW Program Committee.

Rationale for Corrective Action Plan: _____

Corrective Action Plan Criteria: By [date]_____, [name]_____ will need to successfully address each of the following problem areas: (List Area) Achievement of this criterion will be determined at the end of the remedial period by (list directors or committees to complete evaluation).

I have read the above and understand the identified expectations, and I am aware of the three administrative actions possible following the evaluation of the outcome of this Corrective Action Plan.

Date:

Student:

As reviewed by _____

Appendices

Appendix 6: Cal Poly Humboldt Nondiscrimination Policy

The current Nondiscrimination policy can be viewed at the following link:

<http://www2.humboldt.edu/policy/PEMP11-06Humboldt-State-University-Nondiscrimination-Policy>

Appendix 7: Cal Poly Humboldt Policy against Sexual Harassment and Sexual Assault

The current Policy Against Sexual Harassment & Sexual Assault can be viewed at the following link:

<https://policy.humboldt.edu/em-p14-03-sexual-assault-intimate-partnerdomestic-violence-dating-violence-and-stalking>

Appendix 8: Academic Honesty Policy

The current Academic Honesty Policy can be viewed at the following link:

<https://www2.humboldt.edu/studentrights/academic-honesty>

Appendix 9: Student Records Access Policy

The current Student Records Access Policy can be viewed at the following link:

<http://www2.humboldt.edu/policy/PUML-05-03Student-Records-Access-Policy>

Appendix 10: Cal Poly Humboldt Policy for Protection of Human Subjects Research

The current Cal Poly Humboldt Policy for Protection of Human Subjects Research:

<https://www2.humboldt.edu/policy/PEMP14-02Policy-Protection-Human-Subjects-Research>

Contact Information

For additional information or inquiries,
please reach out to us.



707-826-4448



socialwork@humboldt.edu



humboldt.edu/social-work