NAU NORTHERN ARIZONA UNIVERSITY

School of Social Work

Master of Social Work



MSW Student Handbook

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NAU NORTHERN ARIZONA UNIVERSITY

School of Social Work

Welcome to the Master of Social Work Program

Northern Arizona University's Master of Social Work (MSW) degree program is firmly rooted in, consistent with, informed, and shaped by 1) The purpose and values of the Social Work Profession; 2) The mission and purpose of Northern Arizona University and College of Social and Behavioral Sciences, and 3) Its regional context. The MSW Program directly supports NAU's mission and vision by providing an outstanding professional education strengthened by distance delivery. Our curriculum reinforces the following NAU values, as embodies in its Elevating Excellence initiative: 1) Academic Excellence – offer a rigorous, high-quality education to all students; 2) Student Success – placing learner needs at the center of our academic and service planning, policies, and programs; 3) Commitment to Indigenous Peoples – intentional support for Indigenous students, faculty, and staff; 4) Impactful Scholar – teacher-scholars who engage in impactful research, scholarship, and creative activities; 5) Mission-Driven and Diverse Faculty and Staff – employment practices to support the recruitment, retention, development, and promotion of a highly qualified, mission-driven, diverse workforce; 6) Community Engagement – local, regional, and global partnerships to foster mutually beneficial relationships; and , 7) Sustainable Stewardship of Resources – utilizing physical, technological, and financial resources in support of our vision and mission, with a commitment to the responsible use of environmental resources. Graduates of the NAU MSW Program understand and embrace the core values of the social work profession: service, social justice, dignity and worth of the person, and the importance of human relationships, integrity, competence, human rights, and scientific inquiry.

School of Social Work

Northern Arizona University sits at the base of the San Francisco Peaks, on homelands sacred to Native Americans throughout the region. We honor their past, present, and future generations, who have lived here for millennia and will forever call this place home.

The Bachelor of Social Work (BSW) degree program at Northern Arizona University, accredited initially in 1991 retroactive to 1988, is one of over 23 accredited professional degree programs at Northern Arizona University and is the only BSW degree program serving the rural Northern high plateau and far Southwestern areas of Arizona. The Master of Social Work degree program has been accredited since October 9, 2020. **NAU School of Social Work has a longstanding tradition of community service and preparing competent professional social workers for generalist practice with Indigenous, Latine, and disenfranchised and vulnerable populations of the Southwest**. NAU became a federally designated Hispanic Serving Institution in Spring 2021, demonstrating a commitment to serving underrepresented populations.

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MSW Program Mission

The profession of Social Work is dedicated to promoting human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social, racial, economic and environmental justice, the creation of conditions that facilitate the realization of human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (Council on Social Work Education, 2022, pg. 14).

The mission of Northern Arizona University's ***Master of Social Work Program*** is to advance social and economic justice by delivering immediately relevant education, impactful research, and service in partnership with diverse communities in local, state, national, and international contexts.

Our ***teaching*** is student-focused and driven by our goal to prepare advanced generalist practice social workers who are: 1) Grounded in *knowledge-based scientific inquiry*, *person-in environment frameworks*, a g*lobal perspective*, and the values of *service*, *social justice*, *dignity and worth of the person*, the *importance of human relationships*, *integrity*, *competence*, and *human rights*; and, 2) Trained to *promote and enhance individual and community well-being and quality of life*, *respect human diversity*, *work for social, racial, economic, and environmental justice*, *create the conditions that facilitate the realization of human rights*, *eliminate poverty*, structural racism, and oppression, and practice effectively at all levels with underserved and culturally-diverse communities, including rural, Indigenous, and Hispanic populations of the Southwestern United States, reflecting our commitment as a Hispanic-Serving Institution (HSI).

Our ***research*** is driven by our goal to demonstrate excellence in high-impact, culturally informed and community-engaged research and evaluation to inform social work practice on all system levels.

Our ***service*** is driven by the desire to strengthen the capacities of individuals and communities to address social equity and justice and to eliminate oppressive systems at the local, regional, national, and global levels.

We accomplish this mission by recognizing the unique strengths and perspectives of our students, faculty, and community partners, as well as the intellectual, experiential, relational, cultural, and instrumental resources that they bring to these endeavors. We strive to create environments within which diversity, equity, and inclusion can thrive and where engagement and leadership are valued and rewarded.

Purpose and Values of Social Work

As reflected in the School of Social Work mission statement, the purpose and values of the profession of social work provide the foundation of our program.

Social workers' professional practice is built on regard for the worth and dignity of all people, and advanced by honoring the significance of the relationship, mutual participation, non-judgmental positive regard, confidentiality and privacy, honesty, genuineness, and responsible

handling of conflict. Social workers demonstrate respect for and appreciation of the unique characteristics of diverse populations. Social workers respect the person's right to make independent decisions and to participate actively in the planned change process. Inherent in the right to self-determination is the right to information necessary to make informed decisions and choices.

Social workers are committed to assisting individuals, families, and groups to obtain needed resources and promoting social institutions that are more just and responsive to human needs. This reflects a belief in social justice and that society is obligated to provide opportunities and safeguards for promoting the well-being of its members.

Social workers are committed to the belief that concurrent with the right to dignity, worth, respect, self-determination, and social justice is social responsibility. Members of society have a responsibility to each other. Inherent in this value is the commitment and responsibility of the professional social worker to society and to integrity, competence, ethical conduct in practice, scientific inquiry and research-informed practice, care of self, and doing no harm.
Social workers have a professional obligation to seek ways to use professional knowledge, values, and skills as responsible citizens and to promote social, economic, and environmental sustainability.

Content regarding the purpose and values of social work is infused throughout the MSW curriculum.

NASW Code of Ethics

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on the behalf of clients. The term "clients" refers inclusively to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of the social work's unique purpose and perspective.

- Service
- Social Justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. In addition, the CSWE Competencies serve as the foundation of social work education which is driven by social work core values, and the principles that flow from them, and must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

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

For a full copy of the Code of Ethics, please go to:
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Professional Standards for MSW Students

- Effective communication skills that demonstrate clear and timely communication with peers, faculty members, field instructions, staff at field agencies, client systems, and other professionals they interact with within their role as a MSW student/intern
- Utilization of verbal and nonverbal communication skills, including listening objectively and accurately interpretating nonverbal communication
- Recognize and appropriately respond to other's expression of emotions
- Accurately convey verbal and written information about client's needs, to direct or counsel them or other staff members involved in their overall care
- Demonstrating clear communication through course assignments and at field placement, appropriate to the level of education (Foundation Year vs. Specialization Year)
- Engage in critical thinking and apply appropriate problem-solving skills
- Acquire knowledge and skills to inform social work practice
- Demonstrate an ability to continually reflect on one's own values, beliefs, attitudes, emotions, personal biases and experiences, and identify how these factors shape patterns of thinking behaviors, interactions, and relationships with others
- Ability to accept responsibility for one's actions and recognize the impact of these actions on others

- Demonstrate punctuality and dependability, prioritize responsibilities, effective time management, participate in courses and at field placement in accordance with MSW and field policies and procedures
- Adhere to outlined deadlines in coursework and within field placement, maintain appointments as scheduled
- Navigate transportation to attend to responsibilities at field agency
- Integrate information obtained from coursework into practice settings
- Incorporate constructive feedback provided from coursework and the field environment, practice acceptance of this feedback
- Manage and seek appropriate support to ensure personal issues do not interfere with field and academic performance
- Maintain respectful interactions with peers, faculty members, field instructors, staff, client systems, and other professionals
- Demonstrate the capacity to successfully complete the required field hours and meet the outlined social work competencies in field and academic settings.

Learning Outcomes/Competencies

Generalist Competencies - Generalist Level: MSW

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact 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 and professional 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 professions 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.

Social workers:

- make ethical decisions by applying the standards of the NASW 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 context.
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
- use technology ethically and appropriately to facilitate practice outcomes; and
- 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 inequalities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community systems levels; and
- 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 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 systematic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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 constituents, 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 useable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- 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 policies at the local, state, federal, and global level that effects well-being, 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.

Social workers:

- 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
- apply critical thinking to analyze, formulate, and advocate for policies that 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.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- 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 assessments with clients and constituencies, 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 self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 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.

Social workers:

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

Program Goals	**Competencies**
1. To prepare competent Advanced Generalist social workers with the knowledge, values, and skills for engaging in individual, family, group, organization, and community planned change processes with diverse rural, vulnerable, disenfranchised, and underserved populations locally, regionally, and globally.	C2: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice C6: Engage with Individuals, Families, Groups, Organizations, and Communities C7: Assess Individuals, Families, Groups, Organizations, and Communities C8: Intervene with Individuals, Families, Groups, Organizations, and Communities C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
2. To promote identification with the profession, continued professional development, and development of knowledge and skills for Advanced Generalist social work practice.	C1: Demonstrate Ethical and Professional Behavior
3. To provide service to the community and promote human rights, social, economic, and environmental justice.	C2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

4. To advance social work practice through the use and development of research knowledge and skills.	C4: Engage In Practice-informed Research and Research-informed Practice
5. To provide students with the knowledge and skills to develop and implement policy and programs and to practice from a strengths-based perspective.	C5: Engage in Policy Practice
6. To prepare students for leadership roles in the development, implementation, and evaluation of services with rural and diverse populations.	C3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice C6: Engage with Individuals, Families, Groups, Organizations, and Communities C7: Assess Individuals, Families, Groups, Organizations, and Communities C8: Intervene with Individuals, Families, Groups, Organizations, and Communities C9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specialized Practice - Advanced Generalist

The area of specialized practice reflects the MSW Program's expanded mission and goals. The MSW Program is designed to prepare Advanced Generalist practitioners utilizing a strengths-based model to promote the wellbeing of rural and diverse populations. These practitioners will be able to initiate, adapt, and evaluate effective interventions for diverse individuals, groups, and communities, while remaining alert to regional, national and global issues, and at the same time promote social justice.

Graduates will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Generalist social workers apply knowledge of social services, policies, and programs relevant to the specialization, to advocate with and/or on behalf of clients for access to services. Advanced Generalist social workers understand that ethical practices are informed by principles of human rights and application of these practices aids with the incorporation of social, racial, economic, and environmental justice into their practice. Advanced Generalist practitioners

develop skills in ethical practice by identifying complex ethical issues that arise at particular phases of social work practice and in particular settings. They develop a plan for continuing professional education and development and collaborate with and articulate the mission of social work to others (e.g., interdisciplinary team members, volunteers, the broader community, the news media, and political leaders). Advanced Generalist social workers take appropriate measures to practice self-care to balance their personal and professional obligations, as that practice supports competent ethical practice. Advanced Generalist practitioners evaluate ethical dilemmas related to problems and issues in the specialization and weigh values, principles of ethical decision-making, and the NASW Code of Ethics in order to address ethical dilemmas related to practice in the specialization area.

- Use critical thinking to apply the NASW Code of Ethics to analyze ethical issues related to management, leadership, and policy.
- Incorporate technology to engage in practice outcomes, as guided by ethics in the social work profession.
- Identify personal values that enhance or hinder one's ability to work effectively within an organization and use supervision to examine these values.
- Utilize clinical theories, practice models, and research findings appropriate to client systems and circumstances.
- Demonstrate knowledge of one's family of origin's cultural, psychodynamic and behavioral patterns and reflect on how that history impacts one's ability to differentially use one's professional self in service for clients.
- Access supervision and consultation, in order to guide ethical decision making in practice settings.
- Exhibit an anti-racist and anti-oppressive stance to incorporate social work values of social justice, the dignity and worth of the person, confidentiality, the value of human relationships and integrity in all discussions of practice case materials.

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

Advanced Generalist social workers demonstrate understanding with respect to varying populations and issues. Advanced Generalist practitioners have an increased understanding of how diversity shapes human experience and identity. They explain how forms and mechanisms of oppression and discrimination may marginalize, alienate, or create privilege and power.

Advanced Generalist social workers demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in the specialization. Advanced Generalist social workers are knowledgeable about globally intersecting injustices that occurred throughout history that resulted in racism and oppression of marginalized populations. They are committed to addressing these injustices through the profession of social work. Advanced Generalist social worders appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to the

specialization. Advanced Generalist practitioners establish their professional identity through leadership by applying and developing strategies of advocacy and social change that promote social, economic, and environmental justice, eliminate barriers to services, and advance cultural human rights.

- Contribute to the development and implementation of policies, funding, and/or programs that advance human rights and social, economic and environmental justice.
- Identify major laws and/or court decisions that are relevant to human rights and/or social justice in the human services domain in which they practice.
- Contextualize all client assessments utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.
- Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources.

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

Advanced Generalist social workers appraise how mechanisms of oppression and discrimination impact equity and inclusion. Advanced Generalist social workers understand the historical roots of racial injustices and the forms of oppression and discrimination and utilize their knowledge to engage in anti-racist practice. Advanced Generalist social workers must practice cultural humility and understand the various dimensions of systematic oppression. Advanced Generalist practitioners establish their professional identity through leadership by applying and developing strategies of advocacy and social change that promote social, economic, and environmental justice, eliminate barriers to services, and advance human rights. They demonstrate knowledge and skills to practice without discrimination and with respect, towards people of diverse backgrounds and they actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in the specialization.

- Demonstrate awareness of one's intersectionality and cultural background and how these factors may impact one's practice, in order to engage in anti-racist and anti-oppressive practice.
- Utilize supervision to address personal and cultural biases and increase self-awareness, in order to demonstrate cultural humility.
- Acknowledge the impact of client's intersectional issues:
  race/ethnicity, class, gender, gender identity and expression, sexual orientation, gender identity, ability status, immigration status, religion, and age – on client's emotional and physical well-being.

- Uphold and can identify the concepts of cultural competence, affirmative action, equal opportunity employment, and a harassment and discrimination free workplace within the organizational or community setting in which they practice.
- Evaluate the distribution of power and privilege in society, in order to reduce inequalities that exist in social, racial, economic, and environmental domains.
- Exercise leadership that embraces the values of diversity and difference in the organizational culture.
- Engage in advocacy efforts to promote human rights at all system levels.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Advanced Generalist social workers demonstrate the ability to evaluate practice in the specialization area. Advanced Generalist practitioners engage in critical thinking throughout the application and evaluation of research-informed practices, through use of culturally informed, anti-racist research practices. They translate practice knowledge to contribute to scientific inquiry and critically evaluate and utilize theoretical and empirical research relevant to the problems and/or populations addressed in the specialization. Advanced Generalist social workers understand the inherent bias involved in research and utilize measures to incorporate an anti-racist perspective in all research processes.

- Stay abreast of the most current advances in practice theory, systematic approaches, and evidence-informed practice in social work and related helping professions.
- Use one's practice experience and knowledge of the research literature and case theory to critically analyze the strengths and limitations of various direct practice interventions.
- Locate, identify and, if appropriate, adapt evidence informed programs, practices and policies to the organizational, community or policy setting which the practitioner serves.
- Support research and evaluation conducted on current programs, services or policies led or operated by the organization or community in a manner that adheres to best practices of informed consent of subjects, the protection of human subjects, and does not otherwise interfere with the quality and accessibility of other programs or services operated by the organization or community.

Competency 5: Engage in Policy Practice

Advanced Generalist social workers evaluate, formulate, and advocate for policies that advance outcomes relevant to the specialization. Advanced Generalist practitioners contribute to the advancement and dissemination of knowledge of social policy at the local, state, federal and global level. Advanced Generalist social workers acknowledge the domains that impact social policy through an ecological systems model. Advanced Generalist social workers critique social policies through an anti-racist lens, to understand the gaps in services to marginalized

populations. They demonstrate collaboration with clients, colleagues, and other constituencies for policy action in the specialization.

- Identify and analyze policies, laws, rules, and governmental regulations that affect human services in their domain of practice and how these affect the organization, financing and delivery of such services.
- Identify and/or advocate in collaboration with others the support of policies that positively impact the communities which they serve, through advancement of human and social, racial, economic, and environmental justice.
- Identify policies/laws that impact client well-being, analyze their impact on client wellbeing, and advocate for change in policies/laws that harm clients.
- Attend to the unintended consequences of policies/laws and communicate with stakeholders, legislators, and policymakers about the impact of such policies/laws as they evolve within agencies, communities, and in client's lives.

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

Advanced Generalist social workers employ diverse strategies to engage with individuals, families, groups, organizations, and communities related to the area of specialization. Advanced Generalist social workers value the importance of human relationships and understand theories of human behavior and person-in-environment, in order to inform their practice. They are self-reflective and understand factors that may impact their ability to serve diverse clients; they understand how access to power and privilege can impact their ability to effectively engage with diverse clients. Advanced Generalist practitioners communicate with clients and mobilize resources appropriate to unique practice settings to implement relevant services, programs, advocacy, and/or policies.

- Demonstrate an ecological understanding of the transactional relationship between emotional/ behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client. Engage in empathy and interpersonal skills to promote culturally responsive practice.
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.
- Observe, support, and/or participate with organizational leadership in efforts to establish a dialogue with key members of the relevant communities and constituencies being served, with the ongoing intention of obtaining community and stakeholder input and facilitating community empowerment.
- Promote an organizational culture that values and rewards community engagement and service by its staff.

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

Advanced Generalist social workers assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve practice outcomes related to the specialization. They understand that assessment is an ongoing process in social work practice. Advanced Generalist social workers understand conceptual theories, such as human behavior and person-in-environment, and they incorporate this knowledge into culturally responsive assessments with clients; this practice informs the agreed-upon plan with the identified client. Advanced Generalist social workers engage in self-reflective practice to understand how power and privilege influence their biases and value systems; these experiences may affect their assessment and decision making when working with diverse clients. Advanced Generalist practitioners assume differential roles appropriate to the practice situations at the micro, mezzo and macro levels.

- Observe and/or contribute to organizational efforts to assess its relationship to its environment, including the emerging internal and external forces affecting the organization (i.e. community needs assessments, resource inventories, environmental scans, etc.).
- Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process, including assisting the client in voicing concerns to the entire treatment team.
- Respect client self-determination throughout the assessment process by partnering with clients in the development of mutually agreed-upon treatment goals.
- Reflect on their own issues of power and privilege and how they impact the therapeutic relationship.

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

Advanced Generalist social workers demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired practice outcomes related to the specialization, through the use of culturally responsive interventions. Advanced Generalist practitioners demonstrate the ability to use inter-professional collaboration to achieve beneficial outcomes for relevant services, programs, advocacy, and/or policies at the micro, mezzo or macro level to achieve client and constituency goals.

- Implement culturally-responsive, evidence-informed interventions with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Observe, identify, lead, and/or support core management functions such as strategic management, human resource management, budget and finance, and information technology in an organizational context.
- Identify and/or apply the concepts, practices and styles of organizational and community leadership, and can assess their own strengths and limitations in these regards.

- Incorporate culturally responsive strategies to advocate for the needs of diverse clients and their communities to address any gaps in services.

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

Advanced Generalist social workers apply research skills to analyze, monitor, and evaluate interventions in the specialization and recognize that evaluation is an ongoing component of social work practice. Advanced Generalist practitioners demonstrate the ability to evaluate processes and outcomes to advance practice, policy, and service delivery effectiveness. Advanced Generalist social workers apply anti-racist approaches to effectively evaluate outcomes; in addition to utilizing qualitative and quantitative methods for evaluating practice outcomes. They communicate and disseminate evaluation results to a variety of audiences.

- Employ culturally responsive methods for evaluation of outcomes, critically assess, and incorporate various methods of program evaluation.
- Apply critical thinking to the interpretation of evaluation data in a manner that contributes to and enhances the quality and efficacy of services.
- Select and use appropriate methods for evaluation of intervention outcomes.
- Apply knowledge of human behavior and the social environment, person-in environment, quantitative and qualitative methods, and other multidisciplinary theoretical frameworks in the evaluation of client and program outcomes.

MSW Curriculum

Generalist Practice Curriculum

The first-year generalist curriculum is designed to introduce beginning students to the knowledge, skills, and values that underlie our profession. Generalist year students will take the following 3-credit courses:

SW 520: Social Policy and Services

SW 521: Foundation Practice I

SW 522: Foundation Practice II

SW 523: Foundation Practice III

SW 526: Human Behavior in the Social Environment I

SW 527: Human Behavior in the Social Environment II

SW 555: Research Methods in Social Work

SW 556: Diversity & Social Justice in Social Work

SW 595/596: Foundation Field I & II (Two 3 credit hour courses)

Advanced Standing: Required Bridge Coursework

All students admitted into the Advanced Standing program will take the following three courses prior to beginning their Advanced Generalist (Year Two) Curriculum. The goal of having Advanced Standing students take these three courses is to refresh their knowledge, skills and values in critical foundation content areas from the BSW curriculum. These 3 courses will also allow students to begin to develop a collective affiliation with the NAU Advanced Standing program before beginning their field placement. Descriptions of each of these courses are included in the handbook.

SW 555: Research Methods in Social Work

SW 556: Diversity and Social Justice in Social Work

SW 557: Foundation Social Work Practice

Specialization Year: Advanced Generalist Curriculum

SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents

SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations

SW 636: Program & Practice Evaluation

SW 637: Organizational Leadership, Administration, and Supervision

SW 650: Advanced Topics in Social Work

SW 652: Advanced Generalist Social Work Practice with Native American Nations

Graduate Behavioral Science Cognate (Two 3 credit hour courses)

SW 695/696: Advanced Field Education I & II (Two 3 credit hour courses)

Healthcare Emphasis Curriculum: Specialization Year (Advanced Generalist Curriculum)

SW 620: Health & Mental Health Policy

SW 621: Evolving Trends & Perspectives in Health & Wellness

SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents

SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations

SW 636: Program & Practice Evaluation

SW 637: Organizational Leadership, Administration, and Supervision

SW 650: Advanced Topics in Social Work

SW 652: Advanced Generalist Social Work Practice with Native American Nations

SW 695/696: Advanced Field Education I & II (Two 3 credit hour courses)

MSW Program Course Descriptions

SW 520 – Social Policy and Services

The purpose of this course is to provide students with social policy practice skills for culturally competent generalist social work practice, as well as a critical understanding, from both historical and current perspectives, including the overall structure of the U.S. social welfare system with a focus on the disproportionate social, racial, economic, and political problems of vulnerable populations. Students examine, analyze, and engage in action activities associated with current social welfare policy to eliminate systematic oppression. 3 credits.

SW 521 – Foundation Practice I

This first foundation practice course presents generalist foundation knowledge and skills essential to interpersonal practice with diverse populations. Course content, along with students' field experiences, will provide students with the knowledge, values, and skills for generalist social work practice across diverse client systems. Initially basic communication and interviewing skills essential to the helping relationship within all system sizes are introduced and practiced. In this course, all phases of the helping process (i.e. exploration, engagement, assessment, planning, implementation, goal attainment, evaluation, and termination) are applied to generalist social work practice with individuals to support an anti-racist approach. Students also learn how self-awareness and the conscious use of self affects the helping relationship. 3 credits.

SW 522 – Foundation Practice II

SW 522 is the second in a two-course sequence in which foundation, knowledge, skills and values for professional social work are taught. This course prepares students to apply the generalist perspective to social work practice with diverse individuals, families, and groups. Generalist Practice is characterized by its multi-theoretical approach to assessment, and multi-method approach to planned change to meet the individualized needs of diverse client systems. It is applicable to diverse fields of human services, agency settings, program services, populations and human problems. This course is taught in conjunction with the student's field education internship. 3 credits.

SW 523 – Foundation Practice III

This course examines behavior, action, and change at the level of organizations and communities. A major aim of this course is to provide students with a foundation in understanding the larger context of social interaction in order to practice within the social realities that define our diverse rural social environment. The course provides students with the

skills for effective social work practice within organizations and communities. The critical perspective used throughout is based on the generalist perspective that links the issues, conditions, policies, and social processes which have an impact on human behavior, and which provide the context for organizational and social change, in order to eliminate systems of oppression. Writing assignments are utilized to assess student learning and competency in the macro practice arena. 3 credits.

SW 526 – Human Behavior in the Social Environment I

The purpose of this part one of a two series course is to provide foundation generalist social work knowledge to enable students to understand multidimensional processes of development. This course explores human behavior and development as it relates to the interactions of individuals and their environment. Theoretical frameworks for understanding human behavior as a complex relationship between family, community, and organizational systems will be explored. This course will cover developmental stages across the lifespan with an emphasis on biological, psychological, cultural and social factors impacting the functioning of the individual. Diversity in ethnicity, gender, class, race, sexual orientation, and spirituality will be examined as it relates to human development and intersectionality. 3 credits.

SW 527 – Human Behavior in the Social Environment II

The purpose of this part two of a two series course is to provide foundation generalist social work knowledge to enable students to understand multidimensional processes of development. This course explores human behavior and development as it relates to the interactions of individuals and their environment. Theoretical frameworks for understanding human behavior as a complex relationship between family, community, and organizational systems will be explored. This course will cover developmental stages across the lifespan with an emphasis on biological, psychological, cultural and social factors impacting the functioning of the individual. Diversity in ethnicity, gender, class, race, sexual orientation, and spirituality will be examined as it relates to human development and intersectionality. 3 credits

SW 555 – Research Methods in Social Work

This course emphasizes the importance of practice-based research and integrating research into practice at different system levels. The course introduces students to the design and implementation of research with proper ethical and social justice values. The course helps students develop critical thinking, understand scientific concepts and culturally informed, anti-racist and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods. Students will be exposed to the steps of designing and conducting a research project. The needs of and research issues involved with diverse and rural populations is emphasized. 3 credits.

SW 556 – Diversity & Social Justice in Social Work

The course will provide the conceptual, theoretical, and empirical knowledge base related to oppression, privilege and empowerment. Theoretical and conceptual perspectives and frameworks of critical race theory, anti-racism and anti-oppression social work practice models, and the concept of intersectionality (multiple dimensions of human identity) are infused throughout this course that are intended to deepen the horizontal and vertical components of multicultural social

work practice with diverse populations. This course will also examine and discuss key social work theoretical perspectives and social work frameworks that inform culturally competent social work practice: the critical constructionist perspective; the ethno-cultural perspective; the oppression perspective; the vulnerable life situation perspective; the ecological perspective; the strengths framework; the social justice framework; the human rights framework; the anti-oppression framework and the anti-racism framework, and the implications of these perspectives and frameworks for multicultural social work practice. 3 credits.

SW 557 – Foundation Social Work Practice

The purpose of this course is to increase and reinforce student understanding of direct social work practice skills as they apply across individuals, families, groups, communities and organizations. Utilizing the NASW Code of Ethics as a foundation for practice will be incorporated into the direct practice framework for this course. The course content addresses the direct practice skills of engaging, assessing, intervening and evaluating diverse client systems, within the practice context of the NASW Code of Ethics. 3 credits.

SW 595/596 – Foundation Field I & II

Field Education is the component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values and skills to work at the advanced generalist practice level. Students utilize their knowledge and skills to inform their anti-racist practice. The first- year foundation field placement, SW 595/596, will consist of 450 hours of experience in a practice setting to provide a broad social work experience. The foundation year internship will prepare students for entry into the advanced level while enabling them to demonstrate the development of proficiency in the self- reflective and accountable use of knowledge, values and skills. Students will also take first year foundation classes to incorporate internship experiences into their coursework. 6 credits.

SW 620 – Health/Mental Health Policy

This course is a requirement for the MSW Healthcare emphasis program. The purpose of this course is to provide students with social policy practice skills for culturally competent medical social work practice, as well as a critical understanding, both from historical and current perspectives, including the overall structure of the United States' healthcare system with a focus on the disproportionate social, economic, and political problems of vulnerable populations. Students examine, analyze, and engage in reform activities associated with current healthcare policies. 3 credits.

SW 621 – Evolving Trends & Perspectives in Health & Wellness

This course is a requirement for the MSW Healthcare emphasis program. This course provides an in-depth exploration of the evolving perspectives and current trends within the field of health and wellness from a social work perspective. Students will critically analyze the complex interplay of social, cultural, economic, and political factors that influence individual and community well-being. Through a combination of theoretical discussions, case studies, experiential learning, and collaborative projects, students will develop a comprehensive understanding of contemporary health challenges and innovative approaches to promoting holistic well-being. 3 credits

SW 622 – Direct Practice in Mental & Behavioral Health I: Children & Adolescents
This course will critically examine a limited number of mental health disorders, diagnosis and treatment models as they apply to children and adolescents. Students will be able to engage, assess, treat and evaluate diverse client populations after completing this course. Additionally, students will gain an increased understanding of the current U.S. system of mental health care including the primary stakeholders of the U.S. mental health system and specific policies that impact individuals, families and communities in the field of mental health. Students will be able to apply specific bio-psycho-social-culture skills and social work values that are required to be a competent social work provider in the mental health system, in order to address systems of oppression. 3 credits.

SW 623 – Direct Practice in Mental & Behavioral Health II: Adults and Adults Populations
This course will critically examine a limited number of mental health disorders, diagnosis and treatment models as they apply to adults and the aging population. This is the second of two required courses on mental health issues in the general population. Students will be able to engage, assess, treat and evaluate diverse client populations after completing this course. Additionally, students will gain an increased understanding of the current U.S. system of mental health care including the primary stakeholders of the U.S. mental health system and specific policies that impact individuals, families and communities in the field of mental health. Students will be able to apply specific bio-psycho-social-culture skills and social work values that are required to be a competent social work provider in the mental health system, in order to address systems of oppression. Because of the limited length of this course students who plan on working specifically in the field of mental health will need additional education either through additional courses or professional trainings. 3 credits.

SW 636 – Program & Practice Evaluation
To familiarize students with the various types of systemic program and practice evaluation models. Evaluation assists direct service providers, administrators and the social work profession in: 1) maintaining effective and evidence-based practice approaches to provide ethical and effective services to diverse client systems; 2) demonstrating accountability to funding sources/ identified stakeholders; and, 3) contributing to the profession's development of theoretical knowledge. 3 credits.

SW 637 – Organizational Leadership, Administration, and Supervision
Advanced social work professionals require leadership knowledge, skills, and abilities to better understand and meet the challenges of working within complex and diverse social settings that address a range of contemporary social service issues. The purpose of this course is to provide students with an overview of leadership, administration, and supervision as conceptualized and recommended for social work practitioners. Emphasis is placed on the historical development of these specialties and their utilization in social service organizations for delivery of social services. One purpose of this course is to help students become more effective leaders and to better understand the demands of leadership to address systems of oppression. It also provides students with an overview of the trends in social work (i.e., shifts in theories, policies and research) that have influenced the development of organizational effectiveness frameworks,

including management and administration of organizations and the vital roles, functions, and characteristics of leadership, administration, supervision. 3 credits

SW 652 – Advanced Generalist Social Work Practice with Native American Nations
This course will explore advanced generalist Social Work practice and the application of knowledge, skills, and values relevant to multiple direct practice challenges that Indigenous populations face. Students will understand how racism and oppression shape Indigenous experiences. Students will learn about relevant issues so that they are able to demonstrate cultural awareness when working with Indigenous populations, in order to engage, assess, evaluate, and intervene with this culturally diverse client system in professional settings. 3 credits.

SW 655 – Death, Dying & Grief
This course addresses the theoretical framework of death, dying, and grief from a culturally and philosophically diverse perspective. Coping and resiliency in loss are explored, emphasizing the diversity of human response to death and grief. Strengths-based perspective will be applied to diagnosing and interpreting client's responses to grief. Students will develop skills to assist diverse clients through the inevitable human experience of loss. 3 credits.

SW 656 – Substance Abuse
This course will provide an overview of the addiction process. Theories of addiction counseling and application of these theories will embody a significant component of this course, particularly with assessment, diagnosis, and treatment planning for diverse individuals, families and groups. Students will develop knowledge, practical skills, and awareness pertaining to the etiology of addiction and evidence-based treatment modalities to effectively target addiction. The concept that substance abuse is a continuum from intervention through continuing care is emphasized throughout this course. 3 credits.

SW 657 – Child Welfare
This course will explore topics related to child welfare to include: the purpose and goals of child welfare, the history and policy of child welfare, child and family centered services, economic security for families with children, the case work process, physical abuse, sexual abuse, neglect and psychological abuse, family support and prevention, family preservation, family foster care, reunification, adoption, aging out, and residential treatment. Focus will include history, policy, theory, and practice to understand how structural racism impacts diverse client systems. 3 credits.

SW 695/696 – Advanced Field Education I & II
Field Education is the component of the social work curriculum designed to make real the behavioral incorporation of knowledge, values and skills to work at the advanced generalist practice level. The second-year advanced field placement will consist of 450 hours of experience in a practice setting to enhance the advanced generalist practice. The course is designed to further enhance generalist practice knowledge, values and skills while continuing to prepare students for advanced, critically analyzed and ultimately autonomous practice to support an anti-

racist approach. Students will also be taking second year advanced generalist classes to incorporate internship experiences into their coursework. 6 credits

Graduate Behavioral Science Cognates

Graduate Behavioral Science Cognates build on the School of Social Work and MSW Program mission to educate competent advanced generalist social workers for practice with diverse populations and multi-level social systems in local, regional and global contexts. Students identify and explore a specific substantive area of interest of their choice that is related to social work and not already covered under the MSW curriculum and create a cognate area of focus that fits their interests.

Students must focus on a specific population, social issues, and/or area of practice. Students shape their cognate area of focus by selecting **two 3-credit hour graduate courses** from other disciplines, such as: Anthropology, Applied Indigenous Studies, Criminology & Criminal Justice, Disability Studies, Education Foundations, Educational Leadership, Educational Psychology, Educational Research, Education Specialties, Ethnic Studies, Justice Studies, Political Science, and Women's and Gender Studies.

To review the full list of cognates, please go to: https://nau.edu/social-work/msw-behavioral-science-cognates/

Admission Requirements

Admission criteria for the MSW Program are identified in the NAU Course Catalog and the application, as well as the MSW Student Handbook. The MSW Program invites applications from persons who are interested in making a positive difference in the lives of diverse individuals, groups, and communities. The MSW Admission Committee reviews applications and accepts candidates who demonstrate personal and academic qualifications necessary for success as a graduate student and as an autonomous social work practitioner. Two reviewers are assigned to each application to ensure an equitable review process. Reviewers include faculty members and members of the NAU Social Work Field Education Team. Admissions decisions are shared in writing with prospective students, program leadership, and the Field Education Team in order to coordinate planning for MSW student internship placements. Cohort updates are also provided to staff and faculty at monthly School of Social Work unit meetings.

MSW Program Admissions

The MSW Program is offered as a 2-year program as well as a part-time option. Cohorts begin in fall and spring semesters. Admission to the program requires all of the following:

1. A baccalaureate degree from a regionally accredited university.
2. A 3-credit hour course in human biology.
3. A 3-credit hour course in basic or applied statistics.
4. An undergraduate grade point average (GPA) of 3.0 on a four-point scale.

5. Professional resume that includes a minimum of 250 volunteer and/or relevant paid human service work experience.
6. Completion of a personal statement responding to the following questions:

    - Describe any experiences, professional and/or personal, that influenced your selection of social work as your professional career. What interests you in the social work profession? How do you plan to apply the skill sets acquired in the MSW program into your future practice setting?
    - Discuss your understanding of the term social justice. What role do you anticipate engaging in to promote social justice to advocate for the needs of marginalized populations? Reflecting on your experiences serving vulnerable populations, discuss how these experiences impacted your understanding of the role power and privilege play in your own life.
    - Explain your rationale for selecting the NAU MSW program. What skills and attributes can you contribute to the profession of social work? What challenges may arise for you within the role of a graduate level student (i.e. professional writing, time management, communication, self-care, etc.).? What informal and formal supports will you employ to overcome these challenges?
    - **The MSW Program's Field Education requirement includes being available for the 15 hours of Field Placement (internship) during normal business hours, Monday through Friday, from 8:00 a.m. to 5:00 p.m.** Discuss your time management and organizational strategies to balance the demands of the academic coursework, field education, and personal obligations to be successful in the MSW program. Please share your current geographical location, including the city and state you prefer to complete your Field Placement (internship).
    - *Prerequisite Statement*: If needed, include in addition to your personal statement, acknowledging a plan to complete the 3-credit human biology course and/or 3-credit statistics course prior to the end of the first year in the MSW program.
    - **If you do not meet the required GPA**: Include rationale for low GPA and identify strategies to be successful at the graduate level.

7. Email address of two references provided from supervisors, professors, professional colleagues or other community associates. References will complete a web-based form to rate the qualities of the applicants.
8. Prerequisite Statement, if needed, acknowledging a plan to complete the 3-credit hour human biology course and/or 3 credit hours statistics course prior to the end of the first year in the MSW program. Plan to complete human service hours.
9. Unofficial transcripts from all institutions attended.

MSW, Advanced Standing Program Admissions - BSW Graduate

Students can be admitted into the MSW, Advanced Standing program as a 1-year program or the part-time option. Cohorts begin in the summer and fall semesters. Admission to the Advanced Standing MSW Program requires all of the following:

1. A BSW degree from a CSWE-accredited program within the last 5 years or a BSW from an CSWE accredited institution within the last 10 years, in addition to a minimum of 5 years human service experience.
2. An undergraduate grade point average (GPA) of 3.3 on a four-point scale.
    a. Professional resume.
3. Provide a copy of BSW field placement evaluation, mid-point or final.
4. Completion of a personal statement responding to the following questions:

- Describe any experiences, professional and/or personal, that influenced your selection of social work as your professional career. How did your BSW field experience prepare you for the profession of social work? How do you plan to apply the skill sets acquired in the MSW program into your future practice setting?
- Identify NASW values and ethics that will guide your role as an advocate for marginalized populations. What role do you anticipate engaging in to promote social justice to advocate for the needs of marginalized populations? Reflecting on your experiences serving vulnerable populations, discuss how these experiences impacted your understanding of the role power and privilege play in your own life.
- Explain your rationale for selecting the NAU MSW Program. What skills and attributes can you contribute to the profession of social work? What challenges may arise for you within the role of a graduate level student (i.e. professional writing, time management, communication, self-care, etc.).? What informal and formal supports will you employ to overcome these challenges?
- **The MSW Program's Field Education requirement includes being available for the 15 hours of Field Placement (internship) during normal business hours, Monday through Friday, from 8:00 a.m. to 5:00 p.m.** Discuss your time management and organizational strategies to balance the demands of the academic coursework, field education, and personal obligations to be successful in the MSW Program. What did you gain from your BSW field experience that you will apply into a future internship setting? Please share your current geographical location, including the city and state in which you prefer to complete your Field Placement (internship).
- Upload the Field Placement Evaluation. Applicants must submit a copy of their Field Evaluation from their BSW field experience, documenting satisfactory generalist practice experience and skills from their previous internship. If the mid-point or final field evaluation have not been completed due to a spring block placement, please indicate that in the personal statement.
- **If you do not meet the required GPA:** Include rationale for low GPA and identify strategies to be successful at the graduate level.

5. Email address of two references. References should be related to faculty/field placement during BSW. Two professional references must be provided from supervisors, professors, professional colleagues or other

community associates. References will complete a web-based form to rate the qualities of the applicants.

6. Unofficial transcripts from all previously attended institutions.

MSW, Advanced Standing Program Admissions – Current BSW Student

Students can be admitted into the MSW, Advanced Standing program as a 1-year program or the part-time option. Cohorts begin in the summer and fall semesters. Admission to the Advanced Standing MSW Program requires all of the following:

1. Unofficial transcripts documenting satisfactory performance in the BSW Program; official transcripts documenting a BSW degree from a CSWE-accredited program upon graduation
2. An undergraduate grade point average (GPA) of 3.3 on a four-point scale.
3. Professional resume.
4. Provide a copy of BSW field placement evaluation, mid-point or final.
5. Completion of a personal statement responding to the following questions:

- Describe any experiences that influenced your selection of social work as your professional career.
- In what ways will the NASW Code of Ethics guide your practice as a future social worker?
- Explain your rationale for selecting the NAU MSW Program. What skills and attributes can you contribute to the profession of social work? What challenges may arise for you within the role of a graduate level student (i.e. professional writing, time management, communication, self care, etc.)? What informal and formal supports will you employ to overcome these challenges?
- **If you do not meet the required GPA:** Include rationale for low GPA and identify strategies to be successful at the graduate level.

6. Email address of two references. References should be related to faculty/field placement during BSW. Two professional references must be provided from supervisors, professors, professional colleagues or other community associates. References will complete a web-based form to rate the qualities of the applicants.
7. Unofficial transcripts from all previously attended institutions.

MSW, Advanced Standing Program with a Healthcare Emphasis Admissions

NAU Department of Social Work partnered with OpusVi to create an online, part-time, accredited MSW Program with a Healthcare emphasis to help develop their workforce in health care settings around the country. Cohorts begin in the fall or spring semesters. Admission to the MSW, Advanced Standing Program with a Healthcare Emphasis requires all of the following:

1. A BSW degree from a CSWE-accredited program within the last 5 years or a BSW from an CSWE accredited institution within the last 10 years, in addition to a minimum of 5 years human service experience.

2. An undergraduate grade point average (GPA) of 3.3 on a four-point scale.
3. Professional resume.
4. Provide a copy of BSW field placement evaluation, mid-point or final.
5. Completion of a personal statement responding to the following questions:
   - Describe any experiences, professional and/or personal, that influenced your selection of social work as your professional career. What interests you in social work practice in a medical setting? How do you plan to apply the skill sets acquired in the MSW program into a future healthcare setting?
   - Discuss your understanding of the term social justice and how that applies to public health issues? How do you anticipate using the skills learned from the MSW Program to promote social justice to advocate for the needs of marginalized populations? Reflecting on your experiences serving vulnerable populations, discuss how these experiences impacted your understanding of the role power and privilege play in your own life.
   - Explain your rationale for selecting the NAU MSW Healthcare Emphasis Program. What skills and attributes can you contribute to the profession of social work? What challenges may arise for you within the role of a graduate level student (i.e. professional writing, time management, communication, self-care, etc).? What informal and formal supports will you employ to overcome these challenges?
   - **The MSW Program's Field Education requirement includes being available for the 15 hours of Field Placement (internship) during normal business hours, Monday through Friday, from 8:00 a.m. to 5:00 p.m.** Discuss your time management and organizational strategies to balance the demands of the academic coursework, field education, and personal obligations to be successful in the MSW Program. Please share your current geographical location, including the city and state you prefer to complete your Field Placement (internship).
   - Upload the Field Placement Evaluation. Applicants must submit a copy of their Field Evaluation from their BSW field experience, documenting satisfactory generalist practice experience and skills from their previous internship. If the mid-point or final field evaluation have not been completed due to a spring block placement, please indicate that in the personal statement.
   - **If you do not meet the required GPA:** Include rationale for low GPA and identify strategies to be successful at the graduate level.

6. Email address of two references. References should be related to faculty/field placement during BSW. Two professional references must be provided from supervisors, professors, professional colleagues or other community associates. References will complete a web-based form to rate the qualities of the applicants.
7. Unofficial transcripts from all previously attended institutions.

Students wishing to enroll in the NAU MSW Program must apply to and be accepted for graduate admission by the Office of Graduate & Professional Studies at Northern Arizona University. Students are required to meet university graduate admission prerequisites and application procedures.

Acceptance or denial of applications to the NAU MSW Program is determined by the School of Social Work MSW Admissions Committee. This committee is composed of School of Social Work faculty. No single person shall be responsible for admission decisions. All applications will be reviewed by the MSW Admissions Committee in an objective and nondiscriminatory manner, according to established policy and in keeping with the ethics and values of the profession. If a student falls below a 2.5 undergraduate GPA, they will be required to complete a Graduate Appeals process, if they are recommended for admission into the MSW Program.

Advanced standing status is only awarded to graduates of baccalaureate social work programs from a CSWE accredited institution earned during the preceding 10 years. Applicants should have attained a GPA of 3.3.

Applicants who do not meet the outlined GPA criteria may be invited to participate in an interview process with members of the MSW Admissions Committee. The MSW Admissions Committee may request that the applicant provide additional materials to aid with the admissions determination.

MSW Plans of Study are located in the Appendix section of this document.

MSW Admissions Appeal Process

Students who are denied admission into the School of Social Work MSW Program may complete an appeals process if a procedural error impacted the evaluation of the student's application or extenuating circumstances were not considered in the admissions process.

Prospective students must include the following information in the appeal letter within 14 calendar days of the notice of the admissions decision being received from the Office of Graduate and Professional Studies:

Prospective student's name and email address

Provide a concise letter (no more than 2 pages) stating:

1. What steps have you taken to prepare for graduate level studies?

2. Identify personal characteristics, professional experiences, or achievements that would support your success in the MSW Program.

3. Identify any personal or professional extenuating circumstances that may not have been evident in your initial application that was evaluated by the MSW Admissions Committee.

4. Semester in which the prospective student would like to enroll.

The prospective student provides their letter and all other supporting documentation to the School of Social Work MSW Program Coordinator. The MSW Program Coordinator will charge a committee, consisting of at least three faculty members including the MSW Program Coordinator, to review the appeal and make a recommendation regarding admission. The MSW Program Coordinator will provide the recommendation regarding admission to the Director of the School of Social Work. The Director of the School of Social Work will issue a final decision in writing within 15 calendar days of the committee's decision pertaining to the appeal process. Prospective students are encouraged to reapply for admission into the MSW Program, if their appeal is denied. Please reach out to the MSW Program Coordinator if any questions arise about the appeals process.

International Students

With the intent of reducing educational barriers and diversifying the social work field, the MSW Program encourages international students with a BSW to apply to the MSW Advanced Standing Program. Each international applicant will be directed to contact the Council on Social Work Education (CSWE; CSWE will review their current BSW degree and determine if the BSW degree meets the necessary accreditation requirements for the MSW Advanced Standing Program. If the CSWE process is successful, interested applicants would submit verification documents to the Academic Success Coordinator to be included in their application process.

CSWE website: https://www.cswe.org/accreditation/scopeandservices/international-degree-review/.

To learn about applying for graduate studies as an international student please read through the following website (which includes additional requirements for international students) and apply from this link:
https://nau.edu/graduate-college/international-graduate-admission/

Information regarding English proficiency tests and required education can be found at:
https://nau.edu/isss/application-requirements/

English requirement is waived for applicant from countries listed at https://nau.edu/center-international-education/english-speaking countries/

Rescinding Admissions Offer

The School of Social Work reserves the right to cancel student applications, if there is documented record of two attempts to contact the prospective student and they are unresponsive to the communication attempts to meet outlined deadlines pertaining to securing their field placement or accepting the Office of Graduate and Professional Studies offer.

The School of Social Work is available throughout the application/admission process for questions, concerns, or support. Please contact the MSW Program Coordinator or the Academic Success Coordinator for further assistance.

Tuition & Fees

In the MSW Program, graduate students generally take 15 credit hours per semester, and NAU online tuition charges per credit hour. Tuition directly aligns with the number of credits a student is enrolled in. Students can take more than 15 credits per semester, and tuition will adjust accordingly.

NAU students are charged additional fees, which are subject to change. Additional fees can include the Information Technology Fee, the Financial Aid Trust Fee, the Graduate Matriculation Fee, and the MSW Program Fee ($660 for each semester the student is enrolled in the program).

Students can utilize NAU's tuition and fees calculator to estimate their individualized semester costs at https://in.nau.edu/student-accounts/semester-rates/.

Tuition Information Specific for Online Graduate Students

Graduate students enrolled in an NAU online program – whether they have in-state or out-of-state residency – have the same tuition rates. At NAU, if any portion of academic instruction is delivered remotely – for any length of time during the academic year – the tuition and fees will remain the same and cannot be refunded.

NAU Employees or Dependents of NAU Employees

NAU tuition and fees are dependent upon academic program, semester, residency, location, military service status, employee relationships, and credit/hours. MSW students who are either NAU employees or dependents of NAU employees may be eligible for reduced tuition. For more information, MSW students can visit https://nau.edu/office-of-scholarships-and-financial-aid/employee-tuition-reduction/

Refunds on Tuition & Fees

After enrollment, MSW students might experience challenges or changes that affect their academic journey. NAU students who drop a course or withdraws from an NAU academic program might be eligible to receive a refund. Refund amounts and eligibility are dependent upon various factors, including but not limited to: the date the refund is requested (calendar date), the academic program, and fees (certain fees are nonrefundable).

For more information about tuition and fees, MSW students can visit https://in.nau.edu/sdas/tuition-fees/. Students can direct financial aid questions to https://nau.edu/office-of-scholarships-and-financial-aid/ or 928-523-4951

Child Welfare Training Project

Northern Arizona University's Child Welfare Training Project (CWTP) is an education and practicum partnership between NAU's School of Social Work and the Arizona Department of Child Safety (DCS). This program fulfills a crucial mission: preparing social work students to become effective child welfare specialists who protect and support Arizona's most vulnerable children and families.

The CWTP offers tuition support and monthly stipends MSW students committed to careers in child welfare. The program is intended to remove financial barriers that might otherwise prevent talented individuals from pursuing careers in this critical field. This investment in future professionals goes far beyond financial assistance, encompassing a specialized curriculum that integrates classroom learning with hands-on experience in Arizona's child welfare system.

Students in the program benefit from a dedicated field placement in a contracted DCS unit, where they gain practical experience working with real cases under the guidance of experienced social workers. This immersive approach ensures that graduates enter the workforce with a deep understanding of DCS policies, procedures, and the value of social work skills in navigating complex challenges faced by children and families at risk of abuse and neglect. The curriculum places special emphasis on cultural competency, trauma-informed practice, and understanding of tribal sovereignty and the Indian Child Welfare Act – crucial knowledge for serving Arizona's diverse communities.

Upon graduation, CWTP participants transition into the Arizona DCS workforce, where they fulfill their work obligation. This arrangement creates a reliable pipeline of well-prepared professionals who enter the field with a comprehensive understanding of Arizona's child welfare system. The program's graduates bring fresh perspectives and evidence-based practices to their roles, contributing to improved service delivery and better outcomes for children and families across the state.

Program Components and Degree Requirements

Program Orientation

All students are required to attend a virtual orientation session prior to engagement in coursework. Orientation provides information pertaining to the MSW Program, including the plan of study, review of student expectations, and connection to resources available through NAU. MSW students are required to review field education materials prior to starting field placement, to understand the student expectations and policies connected to the completion of a student's internship. Orientation provides an opportunity to connect with peers and faculty members and ask pertinent questions about the programming. Orientation dates will be provided to students, specific to their cohort (Foundation vs. Specialization Year). Faculty may also offer virtual orientations that are course-specific to orient students to the Canvas platform and provide an overview of the structure of the course and requirements of signature assignments.

MSW Degree Requirements

The program of study for the Two-Year MSW option includes 60 credits of instruction. Students take Foundation level courses during their first year of enrollment, in addition to completion of their field placement. Then students move into their Specialization Year courses focusing on advanced generalist practice courses, advanced topics & cognates, and advanced field placement.

Advanced Standing MSW Degree Requirements

The program of study for the Advanced Standing option includes 39 credits of instruction. To assure that Advanced Standing students are well-prepared for their Specialization Year of study, students are required to take the following three courses the semester prior to beginning their Specialization Year of the program: SW 555, SW 556 and SW 557. The bridge course requirement of nine credit hours of instruction allows for enhanced preparedness for study in specialized practice. It does not repeat generalist content that is acquired at the baccalaureate level for students holding a BSW degree from a CSWE-accredited institution. After successful completion of the bridge courses, students move into the advanced generalist practice courses, advanced topics & cognates, and advanced field placements.

Transfer Credits

The Northern Arizona University Office of Graduate and Professional Studies has a written policy about transfer work to which the NAU School of Social Work and MSW Program adheres.

The policy states:

Criteria for Accepting For-Credit Transfer Credit from Regionally Accredited U.S. or Recognized Foreign Institutions

Graduate courses completed at other accredited colleges and universities may be applied as transfer credit toward a graduate degree or certificate at Northern Arizona University at the discretion of each graduate program.

For programs that accept transfer credit from a regionally accredited institution in the United States or from a recognized foreign institution, the following criteria must be met:

- The Advisor and Graduate Program Coordinator/Director or Academic Unit Chair/Director approve the acceptance of the transfer course(s) to the student's Program of Study.
- The course earned graduate credit (500-level or higher) at the previous institution.
- The course is comparable to Northern Arizona University graduate-level coursework in that it meets and/or contains equivalent core learning competencies to a required or elective course within the student's Academic Advisement Report or Program of Study.
- The student earned a grade of "A" or "B" (or the equivalent if another grading system was used). The Office of Graduate & Professional Studies will accept a "Pass" grade if the course is graded only on a pass-fail basis.
- Aligns with ABOR's contact hour equivalency requirement adopted by NAU (Policy: Academic Credit; 45 contact hours per unit of credit).
- The credit was earned (a) within the six-year period required for completing the Master's degree or Graduate Certificate or (b) within the eight-year period required for completing a doctoral degree.

- The credits were not applied toward an undergraduate degree.
- For international transfer coursework, institutions must be recognized by their nation's governing academic body (e.g., Ministry of Education).

Amounts of Transfer Credit Accepted by Program Type

Without exception, a majority of the total credits for the completion of a graduate degree or graduate certificate must be earned through Northern Arizona University. Thesis/Dissertation research credit hours cannot be transferred. For programs selecting to accept transfer credit, the maximum units of credit that may be transferred either fulfilling for-credit or not-for-credit criteria are based on graduate program type as follows:

Note that this section still upholds the 25% criteria, we simply provided clear ranges of units for each program type to increase the policy's ease of use by stakeholders.

Graduate Certificates

- 3 units of transfer credit toward a certificate of 18 units or less.
- 6 units of transfer credit toward a certificate of 19 units or more.

Master's Degrees and Graduate Certificates requiring 30 or more units, and International Dual Degree Programs

- 9 units of transfer credit toward a degree of 30 to 36 units.
- 12 units of transfer credit toward a degree of 37 to 48 units.
- 15 units of transfer credit toward a degree of 49 or more units.

Concurrent or Joint Degrees

- Credit may be transferred to fulfill equivalencies for only one credential.

Changing Graduate Programs

In the case of a student who changes programs at Northern Arizona University, the Advisor and Graduate Program Coordinator/Director or Academic Unit Chair/Director of the new program may or may not accept any previously transferred coursework accepted by the former program.

Timing of Evaluation, Posting Excess Credits, and Requesting Exceptions

Timing of Evaluation

Since an early evaluation of transfer coursework enables the student to plan their degree program more efficiently, it is preferable that transfer coursework is reviewed and applied to the student's Program of

Study as part of admission to the program, or within the student's first semester of NAU coursework in the graduate program.

Following admission to a degree program, students must obtain written permission from the graduate program director before registering for a course at another institution with the intention of transferring the credit for that course or experience toward a graduate program at Northern Arizona University.

Requesting Exceptions to the Allowed Time Frame

If courses or experiences occurred outside of the allowed timeframe, written justification must be provided by the Advisor and Graduate Program Coordinator/Director or Academic Unit Chair/Director with approval by the Office of Graduate & Professional Studies Associate Vice Provost for courses or experiences to be transferred.

Procedures for Evaluating For-Credit Coursework for Transfer Credit

Graduate students interested in receiving transfer credit must first consult with their faculty advisor and graduate program director or academic unit chair/director to ascertain academic unit acceptance and degree applicability.

In all cases, the decision to accept and designate transfer work is rendered by the student's advisor and graduate program director or academic unit chair/director. Once it is determined that the course meets the required criteria, the courses are included in the student's Academic Advisement Report (AAR) to aid with their graduate degree progression.

Transfer of Domestic Credit

A student seeking to transfer courses from a domestic university is responsible for submitting transcripts, as well as course descriptions and syllabi to the graduate advisor or committee, for review. The advisor and graduate program director or academic unit chair/director will determine those courses appropriate for transfer based on an assessment of course content. Transcripts and syllabi are required.

Transfer of International Credit

A student seeking to transfer courses from universities outside the U.S. is responsible for submitting transcripts, course descriptions, and syllabi in English for review by the relevant academic unit for the course under consideration. The advisor and graduate program director or academic unit chair/director will determine those courses appropriate for transfer based on an assessment of course content. Transcripts and syllabi are required.

Enrollment Changes

Deferment

Upon acceptance into the MSW Program, a student can request a deferment in admission and start up to one academic year from their admission term/semester. Deferment enables a student to not have to repeat the application or admission process to start the MSW coursework after one academic year. A student desiring deferment should contact the Academic Success Coordinator.

Continuous Enrollment

The policy states:
Graduate students are expected to pursue graduate degrees with little to no interruption, by maintaining continuous enrollment.

- Students in a Master's degree program and who do not enroll for three consecutive semesters (excluding Summer), will be considered withdrawn from the university and must reapply for admission to resume their degree program.

Leave of Absence

In extenuating circumstances, graduate students may petition for an exception to the continuous enrollment policy. The petition form, Petition for Leave of Absence, which is available on the Office of Graduate and Professional Studies website, must be approved by the Academic Success Coordinator (advisor), MSW Program Coordinator, and/or School of Social Work Director and sent to the Associate Dean of the Office of Graduate and Professional Studies for final approval. The request must be filed and approved before the anticipated absence.

Leave of absences are granted for one year. If students need additional time, they must discuss their rationale for extended time with the Academic Success Coordinator and the MSW Program Coordinator. Graduate students must meet with the MSW Program Coordinator and the Director of Field, prior to returning from a Leave of Absence to plan for readmission into the MSW Program.

Reentering the MSW Program from Deferment/Leave of Absence

A student returning to the MSW program after either deferment, non-enrollment term or an approved Leave of Absence must notify the Academic Success Coordinator one semester prior to returning, to be approved.

MSW Advising

Goal of MSW Advising

To best serve and equip MSW students with needed resources to aid with their professional and academic success in the MSW Program.

Role of the Student

To take an active role in the responsibility of their own academic and professional career and seek out appropriate resources as necessary.

1. A student will enroll in their MSW courses each semester.

2. Communicate concerns and questions as they arise with the appropriate staff or faculty member.

3. Communicate regarding academic/personal/professional needs to access additional support and resources. Early communication ensures students are connected to the most appropriate resources.

Role of the School of Social Work

The School of Social Work identified specific advising roles to best serve and equip MSW students with needed resources to aid with their professional and academic success in the MSW Program. In order to provide timely, relevant resources to promote professional attainment, advising is separated into two different areas of focus: academic and administrative, and professional. When a student is admitted to the MSW Program, they are automatically assigned the following mentors: Academic Success Coordinator, Faculty Mentor, and a Field Faculty Mentor. MSW students also have access to Peer Mentors and Peer Editors to support their success in this graduate program. Additionally, the MSW Student Ambassador aids with recruitment strategies by providing peer support to BSW students. While Graduate Assistantships work closely with faculty members to support their teaching and research endeavors.

The Academic Success Coordinator provides academic and administrative advising, serving as an 'advisor' by reviewing and approving forms to support student progression in the MSW Program. The Academic Success Coordinator is knowledgeable about campus resources and assists MSW students with their academic needs. The Academic Success Coordinator also provides information pertaining to MSW programming to prospective students. Academic advising for current MSW students includes:

- Aid with enrollment and course progression deadlines
- Upholding NAU and departmental policy and procedures
- Assist with graduation, program verification, deferment, and leave of absences
- Support with the development of Academic Improvement Plans

Professional advising is provided by the MSW Program Coordinator in the School of Social Work. The MSW Program Coordinator is a faculty member and is knowledgeable about the social work profession, including career and licensure opportunities to guide prospective or current MSW students. The MSW Program Coordinator serves as MSW students' Faculty Mentor. Professional advising includes:

- Approval of courses to fulfill the prerequisite requirements
- Approval of paid or unpaid human service hours that fulfill the prerequisite requirements
- Licensure questions
- Career options
- Course content questions
- Educational and professional goals

Professional advising is also provided by the Assistant Director of Field Education. The Assistant Director of Field Education serves as the Field Mentor to address any field related questions for prospective or current MSW students. The Field Mentor is knowledgeable about field policies and procedures, in addition to placement options. The Field Mentor is knowledgeable about field policies and procedures, in addition to placement options. The Field Mentor provides the following support to current MSW students:

- Requirements of field education
- Placement options per state
- Place of employment field requirements
- Field specific forms
- Clarity about signature assignments in field education

Peer Mentors: Peer Mentors assist students in navigating the rigorous curriculum and field requirements of the MSW Program. Peer Mentors are knowledgeable about the expectations for graduate level work. Peer Mentors provide the following support:

- Facilitates group and individual mentoring activities
- Provides referrals to campus resources
- Prepares content for the MSW Newsletter

Peer Editors: Peer Editors assist students by supporting the growth of their academic writing. Peer Editors are knowledgeable about academic writing standards. Peer Editors provide the following support:

- Proofreads assignments to ensure grammatical and APA formatting accuracy
- Ensures signature assignment criteria is met
- Provides academic writing workshops

MSW Student Ambassador: The MSW Student Ambassador supports recruitment efforts for the MSW Program, through engagement in MSW Information Sessions, classroom presentations, and the creation of workshops to prepare students for graduate school. The MSW Student Ambassador provides the following support:

- Assists with recruitment presentations
- Communicatees with prospective MSW students
- Creates workshops for undergraduate students to promote graduate education
- Provides peer support with undergraduate students

Graduate Assistants: Graduate Assistants support the School of Social Work and/or specific MSW faculty members with unique responsibilities that enhance student outcomes, including:

- Completes administrative tasks
- Assists professors with grading and instruction
- Conducts research
- Supports academic writing in article submissions

Advising Appointments

As requested by the student, the Academic Success Coordinator, MSW Program Coordinator, or Assistant Director of Field Education can be available for appointments in-person or via virtual platform. Appointments can be requested at any time to assist with academic or professional development.

Academic Performance

Grading

Grading in each course in the MSW degree progression is based upon the evaluation of the instructor of a student's overall academic performance in that course. Students are informed of the grading criteria for each course as outlined by the course syllabus. The pass/fail grading criteria is only available for field education courses. Social work and behavior science cognate courses grading follow a letter grading system. Students are encouraged to seek consultation with their identified instructor if questions arise about grading procedures.

Grade point averages (GPAs) are computed using the following point scale.
A - 4 points for each unit of credit
B - 3 points
C - 2 points
D - 1 point, does not earn graduate credit
F - 0 points, does not earn graduate credit

Computing the GPA

The university determines GPA by dividing the total number of grade points earned by the number of units of credit attempted. In determining the GPA, NAU does not include courses with grades of "AU" (Audit), "P" (Pass), "IP" (In-Progress), "I" (Incomplete), and "W" (Withdrawal)—or courses accepted as transfer credit. Graduate students may repeat for grade replacement up to 9 units total in their graduate career. The higher of these grades will be used in the GPA calculation.

Graduate GPA Requirements

Students working toward a graduate degree or graduate certificate, must:

- Earn a grade point average (GPA) of 3.0 for all courses taken, including those required in the program of study.
- Earn no more than 6 units of "C" course grades*.
- Earn no course grades of "D" or "F".
- No more than 3 units of "C" grades can be counted toward a graduate certificate.

Probation Standards

Students will be automatically placed on academic probation by the Office of Graduate & Professional Studies or the academic unit at the end of each regular academic term for any of the following reasons:

- Failure to meet the criteria for "good academic standing" including, but not limited to:
    - Earning grade of "D" or "F".
    - Earning an excess number of "C" units allowed in their program.
    - Earning a GPA below 3.00.
- Earning the maximum number of "C" units allowed in their program.
- Failure to meet discipline-specific or departmental academic requirements established in the departmental/program handbook. **
- Failure to meet any conditional admission standards. ***

**Academic units placing students on academic probation for failure to meet discipline-specific or departmental academic requirements must notify the student in writing, with a copy to the Office of Graduate & Professional Studies, of specific failures leading to the recommendation of probation.

*** If a student has been conditionally admitted to a program and fails to meet the requirements necessary for regular admission into a program, academic units may deny the student regular admission to the program without a probationary period. A student on academic probation is required to meet and/or confer with their advisor, or other appropriate academic personnel, to discuss steps necessary to remediate problems that led to probation. A written action plan must then be developed, and the academic unit will have the final responsibility and authority to specify the terms of the plan. This plan will then be submitted to the department chair/director and the Office of Graduate & Professional Studies for approval and to release any applicable academic holds on the student's account.
If a student has not met the terms of the approved action plan or fails a second time to maintain any of the academic requirements for continuation in a graduate program as outlined in this policy, one or both of the following actions will be taken:

- The academic unit may initiate academic dismissal by notifying the student and the Office of Graduate & Professional Studies, in writing, of the program's intent to recommend dismissal.
- The student will be blocked from future enrollment.

Please note that "Academic Probation" is a designation based on the criteria of this policy and may not be reflected on the student's transcript. The designation "Academic Standing: Probation" on a student's transcript is automatically placed by the Registrar if the student's cumulative GPA drops below 3.0. Thus, students may be on academic probation without the designation on their transcript. Please see Academic Continuation, Probation, Dismissal, and Readmission - Graduate (NAU policy 100319) for further information.

Course Repeat Policy

Graduate students do not normally repeat courses. If a grade of "C", "D", or "F" is received in a graduate course, students may repeat that course. Graduate students may repeat for grade replacement up to 9 credits total in their graduate career. Students are limited to repeating any given course for grade replacement two times, for three total attempts. The higher of these grades will be used in the GPA calculation. Units earned for repeated courses may only be used once to fulfill graduation requirements.

For additional information, please review the policy:
https://www9.nau.edu/policies/Client/Details/519

In Progress Grade ("IP")

Northern Arizona University uses the "IP" grade for courses that, by their content and requirements, normally require more time than the term or session for which a student has enrolled. NAU recognizes the following graduate courses as appropriate for the "IP" grade: field work experience and internship.

Students must request that an “In-Progress” grade be given. Forms are available by email upon request. Students must be making satisfactory progress in a course in order to receive a grade of "IP." Graduate students may complete "IP" grades until the time limit on their academic plan expires.

Incomplete Grade (“I”)

A student, who, for reasons beyond the student's control, is unable to complete course requirements during the instructional period, may make a request to the instructor for a grade of Incomplete (“I”). The student must be passing the course and must have completed a majority of the course. Nonattendance, poor performance, or intentions to repeat the course do not justify issuance of an “I” grade. Instructors cannot assign an “I” grade unless the terms to resolve the Incomplete are finalized and an Incomplete Contract is completed before the course ends.
If the instructor approves the request to give an Incomplete grade, the student and the instructor must complete a written agreement using the Incomplete Contract, Graduate form, located on the Registrar’s Office website. This form will specify course work to be completed by the student and due dates, in order for the Incomplete grade to be replaced with a grade for the completed course. Due dates may not extend further than 12 months from the end of the term in which the student was enrolled in the course.

The original form must be signed by the instructor and the student, after which a copy is filed in the office of the unit that offered the course. Both the instructor and student should retain copies of the approved agreement. Once the specified due date in the contract has passed, the instructor will grade the work submitted by the student and submit a grade change form to the Registrar's Office.

For graduate students, any grade of Incomplete becomes a permanent “I” on their transcript if a grade is not assigned within one regular semester following the due date listed in the Incomplete Contract. Fulfilling the requirements of the Incomplete Contract does not guarantee that student will receive maximum credit for the assignment(s) or the course. Failure to fulfill the requirements of the Incomplete Contract without any “re-negotiation” or approval from the instructor will result in the student’s “I” grade changing to the grade earned in the course with the missing assignments factored into the final grade. It is the student’s responsibility to coordinate with their instructor of record to complete remaining assignments to successfully complete the course requirements.

Students eligible for graduation may elect to graduate with Incomplete grades as a part of their permanent academic record, if those courses are not required for graduation. Following degree conferral, Incomplete grades may not be changed.

In order to earn credit for courses with permanent Incomplete or Fail grades, students must re-enroll and repeat the course. NAU does not use Incomplete grades in calculating grade point averages.

For graduate students, any grade of Incomplete becomes a permanent “I” on their transcript.

Unit Load Override Approval Form

Students should collaborate with the Academic Success Coordinator to complete a Unit Load Override Approval form, if a student is requesting to take over the allowed 16 graduate credit hours in one semester. This form should be accompanied by an Enrollment Add/Drop Request form for the additional course. Once submitted to the Academic Success Coordinator for approval, the form must also be approved by the School of Social Work Director and the Office of Graduate and Professional Studies. Students will be notified by the Registrar once the form is approved and the student is enrolled in the additional course.

Adding and Dropping Courses

Students are responsible for adding courses that follow the MSW degree progression through LOUIE. However, if the timeframe has passed to add a specific course, the student should collaborate with the Academic Success Coordinator to complete the Petition to Add After the Deadline form. Students may need to drop a course for a variety of reasons; it is the student's responsibility to drop the identified course in LOUIE. However, if the timeframe has passed to drop the course, the student should collaborate with the Academic Success Coordinator to complete the Withdraw from a Class After the Deadline petition form.

Extension of Time

Graduate students are expected to complete all components of the MSW degree within the time frame of 6 years. If unforeseen circumstances prevent the completion of the MSW Program within these identified timeframes, the student should collaborate with the Academic Success Coordinator to complete the Graduate College Petition for Time Limit Extension form. By submitting this petition form, the student is requesting an exception to the required time limits for completion of their graduate degree.

Withdrawal from the Program

Due to unforeseen circumstances, students may need to withdrawal from the MSW Program. Students are encouraged to meet with the MSW Program Coordinator and the Academic Success Coordinator prior to withdrawal from the program. Students will need to complete the Voluntary Withdrawal from a Graduate Program petition form and drop any current courses that they are enrolled in.

NAU Office of Graduate and Professional Studies Petition Forms https://nau.edu/graduate-college/forms/

Readmission to the MSW Program

Students whose enrollment is interrupted for three or more consecutive semesters must reapply for admission into the MSW Program, unless the student was on an approved Leave of Absence.

Field Education

The purpose of the field education program is to provide an educationally focused and directed practice experience that enables students to discover, develop, and enhance their capacities as advanced generalist social workers. Field education is the component of the social work curriculum designed to support the behavioral incorporation of knowledge, values, and skills resulting in the acceptance and expression of responsibility and conscious use of self in professional practice. It is through field placement that student academic learning becomes operationalized and actualized.

Field placement learning is direct, immediate, and personal. Students learning about their own feelings and attitudes is encouraged, for a part of the experience involves exploration of feelings and emotions to a greater extent than is possible in the classroom. Students are required to attend a monthly field seminar to enhance their professional growth. As a result of this field experience, students grow in self-awareness and develop a sense of professional identity and competence.

The Advanced Standing program requires a minimum of 450 clock hours at one placement site. Students are also required to have a minimum of 450 hours from their BSW Field Placement. Students will confirm their BSW hours in their Field Placement Application. Students who have less than 450 hours during their BSW Field Placement will be required to obtain enough hours in their specialized year to have a minimum of 900 hours. Students will complete their specialized year field placement at a site different from their BSW field placement.

* 450 hours; two consecutive semesters; 225 hours a semester; minimum of two full days per week.

The 2-Year program requires a minimum of 900 clock hours at two different placement sites. Specialized year field placements must be at a different placement site than the student's foundation year placement.

* Foundation Year: 450 hours; two consecutive semesters; 225 hours a semester; minimum of two full days per week.
* Specialized Year: 450 hours; two consecutive semesters; 225 hours a semester; minimum of two full days per week.

Students will receive more detailed information regarding these requirements directly from the Field Education Team. Questions regarding the field education requirements can be sent to the Field Education Team at: swfieleducation@nau.edu

Student Academic and Professional Performance Policies

All MSW course syllabi include information about assignments, academic performance standards, and grading scales. Students are informed of the criteria the NAU School of Social Work uses to evaluate their academic and professional performance and policies and procedures for grievance when they are admitted into the MSW Program. Web links to these policies, along with the student rights and responsibilities policy, and fingerprint policy are given to the student

upon admission and included with the offer letter. Students return a reply to the offer confirming admission acceptance and that they have read and understand the policies included with the admission offer letter.

The following School of Social Work policies and procedures for Academic and Professional Performance Standards for Admission, Retention, and Graduation, Academic Performance Review Guidelines for Retention and Termination, Policy Exception Procedures, and Student Grievance/Appeal Policy and Procedures are included in the MSW Handbook and accessible online on the School of Social Work webpage.

Academic and Professional Performance Standards for Admission, Retention, and Graduation

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in a social work program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the School of Social Work include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work.

The Academic and Professional Performance Standards for the NAU MSW Program fall into seven (7) categories: Scholastic, Professional Values and Ethics, Self-Awareness, Interpersonal Relationship Skills, Responsibility and Professional Readiness, Critical Thinking and Decision-Making Abilities, and Communication Skills.

The MSW Program's Academic and Professional performance standards and examples of essential behavior for each standard are developed to ensure clarity on expectations for student behavior and achievement, and to ensure that students from our program are well-suited for the demands, roles, and responsibilities of professional social workers. Evidence of meeting academic performance standards may include, but are not limited to: reference letters from faculty, work/volunteer supervisors, and/or field instructors; feedback from faculty, field instructors, students, staff/university personnel, and/or community professionals; observation of classroom, volunteer, or field behaviors; oral and written assignments, examinations; personal statements or self-assessments; interviews with faculty or other professionals; and/or taped interview situations (audio or video).

Every effort is made to be responsive to student learning needs. If a student has special needs, please discuss these needs with course instructors early in the semester. Students with a learning or physical disability are encouraged to make arrangements for class assignments/exams so their academic performance will not suffer due to the disability. For questions about special provisions for students with disabilities, contact the office of Disability Resources. It is the student's responsibility to register with the office of Disability Resources. Applications for

receiving services for students with disabilities should be made at least eight weeks prior to the start of the semester. If Disability Resources verifies a student's eligibility for special services, the student is encouraged to consult with course instructors during the first week in the semester so appropriate arrangements can be made. Concerns related to noncompliance with appropriate provisions should be directed to the Disability Resources, DR@nau.edu, 928-523-8773.

Students who are unable to achieve or to demonstrate the essential behavior identified in this document will come before the MSW Academic Performance Review Committee, in accordance with the program policies and procedures that govern how issues of student continuation in and termination from the program are handled.

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- Achieve/ maintain an overall GPA of 3.0.
- Successfully complete SW 595/SW 596 Foundation Field I & II and SW 695/SW 696 Advanced Field Education I & II the first time they are taken.

Professional Values and Ethics Standard: Students demonstrate adherence to ethical, legal, and professional directives and expectations.

Essential Student Behavior:

- Judgment and conduct are consistent with the values and ethics of the profession as advanced in the NASW Code of Ethics, as well as with established laws, policies, and professional standards of care.
- Adheres to ethical expectations and obligations in working with diverse populations, validating the dignity and worth of all people through consistent engagement with anti-racism, diversity, equity, and inclusion (ADEI).
- Demonstrates professional and academic integrity in meeting the competencies of the MSW Program and in fulfilling all program requirements. Students are expected to remain aware of and abide by the School of Social Work and Northern Arizona University Academic and Student Conduct Policies detailed in the NAU and MSW Student Handbooks.
- Respects the rights of others and upholds the ethical standards of privacy and confidentiality at all times.

Self-Awareness Standard: Students demonstrate self-awareness through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.

Essential Student Behavior:

- Engages in self-reflection and awareness of self and their impact on interpersonal and professional relationships.
- Examines and assesses the relationship between their personal values and their fit with expected professional behavior, as well as growing toward professionalism by responsibly reconciling differences, as required by the NASW Code of Ethics.
- Assesses their suitability for professional practice throughout the program of study.
- Acknowledges, seeks help to resolve, and ultimately resolves personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with judgment, academic performance, and/or interactions with client systems, peers, supervisors, faculty, and other relevant parties.
- Advocates for themselves in a responsible manner.
- Prepares for supervision and other forms of professional advisement and mentorship.
- Shows a willingness to receive and accept feedback and/or supervision, and to use the feedback to enhance professional development.
- Takes an active role in the learning process.
- Demonstrates a realistic and accurate self-awareness of their own strengths, limitations, values, and performance.

Interpersonal Relationship Skills Standard: Interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.

Essential Student Behavior:

- Relates interpersonally in a manner that is respectful, affirming of human rights, collaborative, valuing of diversity, and characterized by maturity, and upholds an ethical commitment to ADEI.
- Demonstrates interpersonal skills that would indicate an ability to form and sustain effective helping relationships.
- Uses proper channels for conflict resolution.
- Maintains appropriate boundaries in all relevant relationships and arenas.
- Demonstrates appropriate use of self in professional roles and responsibilities.

Responsibility and Professional Readiness Standard: Responsibility and professional readiness are demonstrated over the course of the program of study through self-directed and accountable behavior, and adherence to professional, program, and university codes of conduct.

Essential Student Behavior:

- Demonstrates responsible and self-directed behavior in adherence to the plan of study and the proper sequencing of courses for program completion.
- Demonstrates responsible and accountable behavior by observing advisement deadlines, keeping appointments or canceling appointments if unable to keep them, attending class regularly and on time, and observing assignment due dates.
- Demonstrates ability to adhere to agency protocols and policies, dress codes, and documentation requirements.
- Demonstrates behaviors on campus, in the classroom, in the field placement, in the community, and with peers that are in compliance with program policies, institutional policies, and professional ethical standards.
- Refrains from illegal drug use and demonstrates behavior that is consistent with NAU's Alcohol and Drug policies as outlined in the NAU Student Handbook.
- Passes drug screens, as may be required by the program or field placement agency.
- Qualifies for a fingerprint clearance card.
- Communicates in advance to all affected parties whenever there is an interruption of planned attendance or task completion, tardiness, or late submission of assignments and identifies appropriate alternatives when a change in plans is necessary.
- Demonstrates ability to function within the structure of organizations and service delivery systems, as a member of a team and of an agency.
- Demonstrates application of effective workload management strategies in completing all professional and academic responsibilities and activities.
- Responds in a timely and appropriate manner to communication from faculty, supervisors, field instruction personnel, team members, and client systems.

Critical Thinking and Decision-Making Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- Demonstrates ability to gather, assess, analyze information to reach well-reasoned conclusions and/or resolutions; to think open-mindedly about alternative viewpoints, recognizing underlying assumptions, implications, and practical consequences of various perspectives.
- Demonstrates the ability to identify and incorporate classroom learning in assessments and interventions with client systems.
- Demonstrates ability to engage in reflective thinking to overcome personal beliefs rooted in prejudices, sweeping generalizations, stereotypes, and oversimplifications.

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- Speaks with dignity, respect, and cultural sensitivity to peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors.
- Shows skill in building rapport and engagement, applying principles of sound communication.
- Demonstrates empathic and attending skills in interactions.
- Demonstrates mastery of the English language in written form in keeping with university proficiency requirements.
- Prepares written products that reflect mastery of the conventions of written English in clarity, accuracy, completeness, as well as evidence of correct grammar and syntax, proper diction, accurate reasoning, and APA formatting.
- Follows agency guidelines for recordkeeping.

Graduation, Posting of Degrees & Licensure

Graduation results when the Office of Graduate and Professional Studies verifies a student's degree requirements have been fulfilled through the Graduate Academic Advising Reports (Graduate AAR's). Before the university grants a graduate degree or graduate certificate, the Office of Graduate and Professional Studies must verify that the student has met:

- all degree or certificate requirements prior to the end of the graduation term;
- requirements outlined in this policy, as well as all requirements specified in any university policies pertaining to Master's degrees and Graduate Certificates. (Please see: Related Policies, at the bottom of this policy)

Graduation is not automatic. All students who wish to graduate from NAU must submit an application for graduation to the Office of Graduate and Professional Studies, at least one term/semester prior to the last term/semester to guarantee the student's name is included in the commencement booklet. The purpose of this application is to verify that the student has met all degree or certificate requirements prior to graduation.

To apply for graduation, students must:

- Choose the graduation term that reflects the last term of their enrollment, that completes their NAU degree requirement
- Verify the name that will print on the student's diploma
- If students need to make a legal name change and/or need the name on their official transcript and diploma to match, they will need to file a name change form with the Office of the Registrar before their degree conferral date.
- Changes submitted by the application deadline will be reflected in the commencement program; if changes are submitted after the deadline, change will only be reflected on the student's diploma
- Verify the diploma address after applying for graduation; if diploma address is incorrect, the student will need to update the diploma address in LOUIE to a residence that is permanent and valid for 6 months after graduation.

Students will receive an email confirmation once they apply for graduation. A $50.00 graduation fee will be charged for each degree and/or certificate. Graduation fees are charged to LOUIE Student Center once they applied.

https://in.nau.edu/registrar/graduation-steps/

Application Deadlines

Application deadlines are December 1st for the spring and summer terms and May 1st for the fall and winter terms. Complete applications must be received by the Office of Graduate and Professional Studies no later than those deadlines (or on the following working day if the date falls on a weekend).

If the application deadline is missed, the student's name may not appear in the commencement program and the awarding of the student's degree or certificate may be delayed.

https://in.nau.edu/registrar/graduation-deadlines/

Participating in Commencement Ceremonies

Commencement is a public ceremony to celebrate graduation. See the University Commencement Website for more details.

Master's students in programs that do not require a thesis as part of their degree requirements may participate in commencement ceremonies one term prior to the term in which they will complete the degree requirements, only if they have acquired permission from their department/program. Most often these situations include, but are not limited to, final projects, an internship, or other capstone requirements.

Students solely earning a Graduate Certificate will not be eligible to participate in commencement ceremonies.

Participating in commencement does not guarantee that students will graduate or receive a diploma. If students fail to meet all degree requirements or submit an application for graduation by the deadline for each term, their graduation may be delayed.

MSW students are encouraged to participate in the College of Social and Behavioral Sciences' graduation ceremony. The NAU commencement website is the best source of information to gain information regarding the timing of this graduation ceremony.

The MSW Program facilitates a hooding ceremony each semester. Day and time for this event will be communicated from the School of Social Work.

Posting of Degrees

A degree is not official until the student's application has been reviewed and approved, and the degree is posted. Posting refers to the secure process of entering a degree into the official student record-keeping system and connecting it to a student's transcript.

Before students can receive their diplomas or transcripts, students must clear any indebtedness to Northern Arizona University. Students should check their NAU LOUIE accounts to ensure there are no student account "holds."

Timeframe for Posting

The degree will post to a student's transcript after the end of the term in which all degree requirements have been met. Degrees will not be posted to transcripts until the Office of the Registrar confirms all grades for the semester. Confirmation of grades usually occurs within two weeks after the end of term and it normally takes four to six weeks to post conferred degrees. Students who do not complete certificate or degree requirements before the final day of the term may request the application be withdrawn, and then must reapply for the next available term.

Rush Requests for Degree Posting

A "rush" means that, if all degree requirements have been met, the degree will be posted as soon as possible immediately following the confirmation of grades for the semester by the Office of the Registrar. For an additional fee, students may request a rush by completing a Transcript Request form with the Office of the Registrar.

Students that have questions about graduation proceedings are directed to email: GradGraduation@nau.edu

Licensure

Upon graduation, licensure might be the next step in your professional career. Social workers are often required to apply for licensure, especially if they're providing direct client care. Each state has its own requirements for the licensure process; however, many states include licensure at the associate and independent levels. Licensure establishes requirements to demonstrate specific competencies applied to practice settings, as demonstrated through graduation from a CSWE accredited program. The requirement of licensure elevates social work as a professional practice.

For more information regarding state licensure requirements, please visit: https://www.socialworklicensure.org/.

For more information regarding how the NAU MSW Program meets state licensure requirements, please visit https://nau.edu/compliance-and-authorization/professional-licensure-by-state/.

To explore Careers in Social Work: Careers with an MSW, please visit https://www.socialworkdegreecenter.com/what-jobs-can-i-do-with-my-masters-degree-in-social-work/.

Social Work Academic and Professional Performance Review

Social work education serves the function of assuring that competent persons enter the social work profession, and NAU's School of Social Work is committed to ensuring that students from our program are well suited for the professional demands, roles, and responsibilities of social workers. Consequently, at times social work faculty may find it necessary to assess or reassess a student's motivation and/or suitability for a career in social work, and thus for continuation in the program. To fulfill this obligation, the social work faculty has defined herein the policies and procedures that govern how issues of student continuation in and termination from the Social Work major are handled when a concern is raised about a student's performance.

Given the nature and scope of professional social work practice, academic performance standards, as defined in the program's Academic Performance Standards for Admission, Retention, and Graduation, are comprehensive. Students are introduced to these standards when they first interface with the program and their student file is established. When offered admission to the MSW Program, they are provided with a copy of the NAU School of Social Work MSW Student Handbook. Each student has the responsibility for discussing academic performance difficulties with his/her instructors, faculty field liaison, and selected or assigned faculty advisor as appropriate to the situation.

Below is an illustrative but not exhaustive list of conditions that might result in an Academic Performance Review, based on the program's Academic Performance Standards. Students seen as violating the NAU School of Social Work's Academic Performance Standards and might be subject to performance review when they:

- fail to demonstrate professional integrity in meeting the competencies of the social work program and in fulfilling all program requirements.

- receive more than 6 credits of C in degree plan.

- receive a grade of D or F in any of the classes that are required in the MSW Plan of Study.

- breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned coursework. NAU's policy on academic and classroom conduct is defined in the NAU student handbook and course syllabi.

- are consistently unable to meet classroom and program requirements; for example, they are involved in a high frequency of tardiness and absences in classes, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.

- do not meet the grade-point requirements that have been established at different points in the program or earn a failing grade in field education courses. Students are required to have a minimum 3.0 overall GPA and a C or better in all practice courses to be eligible for enrollment in field education courses. Students are expected to pass field placement the first time enrolled.

- reject social work values as they proceed through the program or do not comply with the NASW Code of Ethics.

- fail to engage in ethical behavior in the community commensurate with professional practice. This may include breaching ethics at a field placement site, such as violating Health Insurance Portability and Accountability Act (HIPAA) practices or internal agency policies.

- are found to be in serious violation of NAU Academic and Student Conduct policies, as determined by the NAU System.

- are convicted of a violent crime or other felony during enrollment as a social work student.

- are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.

- are unable to pass a drug screen, as required by the program or the field placement agency.

- behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or NAU and School of Social Work policies.

- are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the NASW Code of Ethics.

- interact inappropriately with faculty, staff, peers, field instructors, or in other collegial relationships.

Composition of the Committee

The Performance Review Committee will be a committee comprised of full-time social work faculty consisting of five members, including the committee chair and the complainant. The MSW Program Coordinator will serve as the chair of the committee, unless another designee is identified. A combination of faculty with knowledge of the student's recent scholastic and professional performance and faculty new to the student's academic record will be asked to serve on the committee, in order to speak to all aspects of the student's scholastic and professional abilities.

Responsibility of the Committee

The Performance Review Committee will review and make decisions about academic performance standard violation allegations as presented in writing to the MSW Program Coordinator and copied to the School of Social Work Director and the Associate Dean for Curriculum and Student Affairs in the SBS College. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Complainant(s)

The committee chair is responsible for convening the committee, informing the student in writing (email or hard copy) that a complaint has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The complainant is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the academic performance under review.

Initiating a Performance Review

Any faculty member or field instructor who has a special concern about any aspect of a student's performance may bring the concern before the Performance Review Committee. The concern must be forwarded in writing by the complainant to the MSW Program Coordinator who chairs the committee. A student who has a concern about another student's compliance with the School of Social Work Academic Performance Standards may present the concern in writing to the MSW Program Coordinator. If the MSW Programs Coordinator initiates a complaint against a student or there is another conflict of interest, another faculty member will be designated as chair of the committee.

Student Privacy and Confidentiality

All procedures relating to the performance review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to observe the confidential nature of the information made available to them, as well as any

discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or university personnel on a need-to-know basis.

The faculty operates under the professional concept of a "circle of confidentiality" which means that School of Social Work personnel and field instructors have a right and an obligation to exchange information on students as this impacts the operation of any part of the program, the integrity of the program in meeting its goals and competencies, the performance status of a student in the program, and the safety and well-being of any NAU personnel, other students, or field agency personnel and populations served.

Procedures and Process

A review meeting will be scheduled as soon as possible following the emergence of a concern or complaint. The committee chair shall notify the student, the complainant, the committee, and the School of Social Work Director of the meeting time and place, as well as the nature of the academic performance issue(s) to be considered by the committee.

Attendance at the review meeting will be governed as follows.

1) The student whose performance will be reviewed is expected to attend the performance review meeting. However, if the student has been contacted but refuses to attend, the review will be conducted in their absence. Prior to the meeting date, the student is responsible for contacting the chair to confirm their intent to attend the meeting. The student (and silent observer, if one is present) may remain in the meeting until the point at which the committee begins its deliberations.

2) The student may invite a support adult to attend, as a silent observer, the Performance Review Committee meeting. It is the student's responsibility to notify the chair of the committee ahead of time regarding who is being invited to attend.

3) Other persons who have significant knowledge of the issue or of the student's academic performance also may be invited by either the student or the committee chair. The committee chair may invite additional administrative resources from within the institution, as appropriate.

4) The committee chair has the authority to limit the number of people who will be attending the review.

In all cases, the program shall follow procedures ensuring student due process which requires the following:

1) The student shall be advised of the time and place of the hearing.
2) The student shall be advised of the breach of regulations of which they are charged.
3) The student shall be advised of the following rights:

a. The right to present their case.
b. The right to be accompanied by an adult silent observer.
c. The right to call witnesses on their behalf.
d. The right to confront witnesses against them.

4) The student shall be advised of the method of appeal.

Meeting Agenda

1) Fact Finding
   a. Presentation of facts leading to the performance review (chair)
   b. Presentation of additional facts or clarification of facts related to investigation (student; witnesses or others called to the meeting)
   c. Summation of Facts (chair)
2) Deliberation and Recommendation - Only the committee members, as well as additional administrative resources from within the institution, shall be present for this part of the meeting.

Recommendations of or actions taken by the committee shall be forwarded in writing (email or hard copy) to the student within 10 business days following the meeting of the committee. See "*Possible Outcomes of Performance Review*," below, for illustrative recommendations.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained by the School of Social Work.

The student may put in writing his or her opinions about or reactions to the review process and/or the committee's recommendations/actions. This written response should be sent to the chair of the committee, who will place a copy in the student's folder

Possible Outcomes of Performance Review

The following are some possible outcomes of a performance review, applied as appropriate to the severity of the offense. This list is to be seen as illustrative rather than exhaustive.

- A written performance plan
- Required human service activity
- Additional coursework or educational experiences
- A program probationary period, in which specified criteria must be met
- Referral to a university disciplinary committee
- Suspension or expulsion from the MSW Program

Appeal

The student has the right to appeal the committee's decision. Since an Academic Performance Review is not a student disciplinary hearing, the level of appeal shall be to the School of Social Work Director and then to the Dean, College of Social and Behavioral Sciences.

Policy Exception Procedures

The NAU School of Social Work recognizes there may be exceptional circumstances that impact a student's ability to meet a program policy. This policy outlines the process and procedures to be used by a student requesting an exception to the MSW Program policy.

Initiating a Policy Exception Review

Any student who has a special circumstance that prevents compliance with a MSW Program Policy may bring the exception before the Policy Committee. The student submits an electronic statement with supporting documentation to the School of Social Work Director. Supporting documentation that is not electronic will be submitted to the School of Social Work office for distribution to the School of Social Work Director.

The statement must clearly identify the policy being appealed and why the appeal is being filed. Supporting documentation includes statements by relevant parties in support of the appeal and/or documents that verify circumstances cited in the appeal as reasons for the waiver.

Responsibility of the Committee

The Policy Committee will be concerned with consideration of the circumstances for the exception and responsible for determination of the status of the request. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Composition of the Committee

The Social Work Program Policy Committee will be a committee of five full-time social work faculty, including the chair and one student representative (when deemed appropriate). The School of Social Work Director will serve as chair of the committee.

Roles of Committee Chair

The committee chair is responsible for convening the committee, collecting information, recording the review process, and communicating information to the student regarding committee action and decisions.

Student Privacy and Confidentiality

All procedures relating to the exception review shall be carried out in a manner that will protect the student's right to privacy consistent with federal and state privacy law. Members of the committee and all other persons who appear at the review meeting are expected to

observe the confidential nature of the information made available to them, as well as any discussion held during the meeting. Actions and recommendations of the committee are to be confidential and shared only with those persons involved with the student in an educational capacity or university personnel on a need-to-know basis.

Procedures and Process

Actions taken by the committee shall be forwarded in writing (email) to the student within 10 business days following the meeting of the committee. The committee evaluates each appeal based upon the written record provided. Personal appearances are not permitted.

The chair will keep copies of all materials prepared for the committee in advance of the meeting and generated by the committee during the meeting. A copy of the letter outlining the committee's recommendations and actions will be placed in the student's folder that is maintained in the School of Social Work.

The student may put in writing their opinions about or reactions to the review process and/or the committee's recommendations/actions. The written response should be sent to the chair of the committee, who will place a copy in a secure electronic folder for policy exception reviews.

Appeal

The student has the right to appeal the committee's decision. Since a Policy Review is not a student disciplinary hearing, the level of appeal shall be to the Director of the School of Social Work and then to the Dean of the College of Social and Behavioral Sciences.

Student Grievance/Appeal Policy and Procedure

While the university and the School of Social Work strive to maintain a congenial and responsive atmosphere for its students conducive with the educational purposes of the university, they recognize that misunderstandings and disagreements may arise during the course of a student's enrollment. On occasion, social work students may disagree with faculty decisions about credit received for assignments, grades given, decisions regarding their acceptance or rejection to the program, or other program policies and procedures. The following procedures are a guide for resolving such disagreements. Students are encouraged to discuss their complaint with their social work instructor or advisor before taking formal action, especially if the disagreement is about admission or retention. The advisor may choose to become an advocate for the student. Issues related to the MSW Program are specified below. Issues that are not specific to the social work program are discussed in the NAU Student Handbook.

A. Grievance Involving One Instructor

Step I. Students first attempt to resolve the issue informally through discussion with the instructor. They should be prepared to present copies of their assignments, tests, and other course materials with the grades or credit they received for them. Students also should keep a record of the

dates and content of email communications and meeting(s) with the instructor.

Step II. If the issue remains unsettled, students may appeal within five class days to the School of Social Work Director or their designee (NOTE: if the instructor involved is the School of Social Work Director, the appeal may be made directly to the Associate Dean for Curriculum and Student Affairs in SBS). Within 10 class days of receipt of the student's request, the School of Social Work Director will meet with the student(s) and the instructor involved in an attempt to resolve the differences. In the event that the issue remains unresolved, students may proceed immediately to the steps listed in Section B, below.

B. Grievance Regarding Admission or Retention or Continuation of Appeals Process Regarding One Instructor

Step I. Within five (5) class days of receipt of the decision, the grievance may be forwarded in writing to the program coordinator or his/her designee. The written statement should indicate that the student(s) is (are) proceeding with a grievance, include an outline of the grievance itself (documenting, if applicable, past efforts to resolve it) and the resolution requested. Within ten (10) class days of receipt of this material, the program coordinator or his/her designee will convene a meeting of the faculty not included in the grievance to review the appeal. The student(s) will be notified in writing of the date and time of the meeting and may choose to attend. The student(s) is (are) entitled to an advocate to attend as a silent observer or who may be called to provide information on behalf of the student. Since this review is an internal procedure and not a formal legal one, legal representation is not permitted. The decision of the appeals committee will be provided to the student(s) in writing within ten (10) class days of the review.

Step II. If the student(s) believes that the faculty decision was made in an arbitrary or capricious manner, they have a right to bring the grievance first to the School of Social Work Director then to the Associate Dean for Curriculum and Student Affairs in the SBS College for review.

Step III. If the student has pursued all these channels and the issue remains unresolved, a formal appeal of the grievance can be made to the Associated Students Executive Board of Grievances as described in the NAU Student Handbook.

Academic Continuation, Probation, Dismissal, Readmission

Policy #100319 – Academic Continuation, Probation, Dismissal, and Readmission, Graduate
A student may be recommended for dismissal by an academic unit for:

- Failure to meet academic requirements outlined in this policy or within the academic unit.
- Failure to meet requirements for continuation within an academic program.
- Any academic reason not addressed by other university policies or procedures.

Once a unit notifies a student of their recommendation for dismissal from a program, they will allow the student to present evidence that may influence or alter the dismissal recommendation. The student must supply this evidence within 5 business days of the dismissal notification, and this evidence must be reviewed by the academic unit before a final recommendation is forwarded to the Office of Graduate & Professional Studies. The unit has up to 5 business days to make their final recommendation to the Office of Graduate & Professional Studies.

If the unit decides is to uphold the dismissal recommendation, the unit must supply all review and/or informational materials submitted by the student with the final recommendation for dismissal. The recommendation for dismissal will come to the Office of Graduate & Professional Studies Associate Vice Provost from the academic unit's Chair/Director or other applicable academic unit administrator.

The Office of Graduate & Professional Studies Associate Vice Provost will review the materials and issue a decision. If a student is dismissed from the program by the Office of Graduate & Professional Studies, a student may appeal this decision utilizing the process outlined in NAU's "Academic Appeal Policy and UGCHP - Graduate" (Policy Number 100103). Students will begin with "Step 3" in the process, submitting a written appeal to the Associate Vice Provost and supplying all information requested in policy 100103. The student will also request a meeting with the Office of Graduate & Professional Studies Associate Vice Provost.

Students Rights and Responsibilities

As identified in the MSW Handbook, NAU Social Work students have the right to:

- respect and affirmation of worth and dignity from all members of the learning community.
- a voice in program planning, policy development, and implementation of program policies and procedures.
- organize on own behalf.
- a learning environment that supports civil discourse, dissent, creativity, excellence, and diversity of thoughts and beliefs.
- competent, knowledgeable instruction that includes constructive feedback, evaluation, and supportive resources.
- due process.
- a planned and structured learning experience that provides the opportunity to learn generalist social work with individuals, families, small groups, organizations, and the community.

- clear statements of learning and performance expectations from NAU School of Social Work.
- the opportunity for diverse learning experiences to enable application, integration, and internalization of curriculum content.

In concert with student rights are student responsibilities. Student responsibilities are detailed in the School of Social Work's MSW Program Academic Performance Standards for Admission, Retention, and Graduation and include responsibilities to:

- maintain program scholastic standards.
- adhere to university and social work professional values, ethics, and policies.
- commit to process of self-reflection and self-critique and assume full responsibility for professional growth and for protecting client systems, peers, supervisors, faculty, and other relevant parties from the adverse effects of performance difficulties and unprofessional behavior.
- maintain interactions with peers, client systems, faculty, staff, advisors, supervisors, agency personnel, and field instructors that reflect integrity, honesty, and cooperation, as well as a clear understanding of professional roles and appropriate boundaries.
- demonstrate critical thinking reflecting a comprehensive analysis that distinguishes fact from inference; conclusions are grounded in relevant data, information, and evidence.
- demonstrate verbal, nonverbal, and written communication exchanges in accordance with professional standards.

Adapted from Schneck, 1994

Students' rights are promoted in several ways to ensure equity and inclusion. The Social Work Club provides the opportunity for MSW and BSW students to organize around their needs and interests and participate in the formulation and negotiation of the School of Social Work policies and procedures.

Students are expected to demonstrate initiative and assume responsibility for their own learning. They are expected to demonstrate acceptance of social work values and ethics. Students are made aware of their academic and field requirements through the MSW Handbook, MSW Field Manual, and course syllabi.

Students have the right and the opportunity to participate in the evaluation of their educational experience. Our MSW Program operationalizes this opportunity through a variety of mechanisms. Each semester students have an opportunity to provide written feedback to the MSW Program on the instruction they receive in every course via an online Course Evaluation Form. In addition, evaluation forms are utilized to assess the field liaison roles performed by faculty. Normally, all of these opportunities occur at the end of the semester and within the classroom setting. To ensure candor, the results of student evaluations of faculty are not shared with faculty until after grades have been turned in for that semester. Faculty members receive a summary of the quantitative scores and the comments from the open-ended questions. The

Field Education Director receives the field evaluation of the faculty liaison and shares this information with the faculty member. No names are shared to protect confidentiality of the student. Comments provide the basis for programmatic changes, if necessary.

Students also have rights and responsibilities to participate in modifying policies that affect academic and student affairs. This occurs at two levels. At the university level, students are encouraged to participate in student government and various campus organizations and committees, either personally or through elected representatives. At the unit level, students are encouraged to be involved in the Social Work Club, serve on the Community Partners Council and attend faculty meetings.

Students are expected to demonstrate initiative and assume responsibility for their own learning. They are expected to demonstrate acceptance of professional social work values and ethics. Students are made aware of their academic and field requirements through the MSW Handbook, course syllabi, the NAU Graduate Catalog, and the on-line NAU Student Handbook. Assistance to students is available from the University's Student Affairs Office, Office of Student Life, and other student organizations.

These policies are consistent at all School of Social Work sites/program options.

NAU Policies

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of students with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Academic Contact Hour Policy

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2224), Academic Credit is defined by an hour of academic work equivalent of fifty (50) minutes of class time (often called a "contact hour") or sixty (60) minutes of independent study work. A minimum of forty-five (45) clock hours of work by each student is required to earn each Unit of Credit.

Academic Integrity

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own.

Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct.

All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full Academic Integrity policy available at https://www9.nau.edu/policies/Client/Details/1443?whoIsLooking=Students&pertainsTo=All

Accessibility

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), ,928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at https://nau.edu/disability-resources/student- eligibility-process or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

Artificial Intelligence

Artificial intelligence (AI) technologies bring both opportunities and challenges. Ensuring honesty in academic work creates a culture of integrity and expectations of ethical behavior. The use of these technologies can depend on the instructional setting, varying by faculty member, program, course, and assignment. Please refer to course policies, any additional course-specific guidelines in the syllabus, or communicate with the instructor to understand expectations. NAU recognizes the role that these technologies will play in the current and future careers of our

graduates and expects students to practice responsible and ethical use of AI technologies to assist with learning within the confines of course policies.

Copyright Infringement

All lectures and course materials, including but not limited to exams, quizzes, study outlines, and similar materials are protected by copyright. These materials may not be shared, uploaded, distributed, reproduced, or publicly displayed without the express written permission of NAU. Sharing materials on websites such as Course Hero, Chegg, or related websites is considered copyright infringement subject to United States Copyright Law and a violation of NAU Student Code of Conduct. For additional information on ABOR policies relating to course materials, please refer to ABOR Policy 6-908 A(2)(5) at https://www.azregents.edu/about/policy-manual

Course Repeat, Graduate

Graduate students do not normally repeat courses. However, if a grade of "C", "D", or "F" is received in a graduate course, students may repeat that course with advisor approval.
Courses repeated under the regular grading scale do not replace the grade for the prior course, and both grades are used in the computation of the cumulative grade point average (GPA).
Courses repeated under the P/F grading scale do replace the grade for the prior course, and only the repeated course grade will be used in the computation of the cumulative GPA.
Units earned for repeated courses may only be used once to fulfill graduation requirements. For additional information, please review the policy at https://www9.nau.edu/policies/Client/Details/519?whoIsLooking=Students&pertainsTo=All&sortDirection=Ascending&page=1.

Course Time Commitment

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, Academic Credit), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session. For additional information, please refer to the Arizona Board of Regents' manual at https://www.azregents.edu/about/policy-manual

Disruptive Behavior

Membership in NAU's academic community entails a special obligation to maintain class environments that are conductive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course- related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's Disruptive Behavior in an Instructional Setting policy at https://nau.edu/university-policy-library/disruptive-behavior.

Misconduct in Research

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at https://nau.edu/university-policy-library/misconduct-in-research.

Nondiscrimination and Anti-Harassment

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, veteran status and genetic information. Certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the Consensual Romantic and Sexual Relationships policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's Nondiscrimination and Anti- Harassment policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at https://in.nau.edu/eao/.

Research Integrity

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; "Update on the Requirement for Instruction in the Responsible Conduct of Research"). For more information on the policy and the training activities required for personnel and students conducting research at NAU, visit: http://nau.edu/Research/Compliance/Research-Integrity/

Responsible Conduct of Research

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at https://in.nau.edu/environmental-health-and-safety/research-integrity/

Sensitive Course Materials

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter and critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Title IX

Title IX of the Education Amendments of 1972, as amended, protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. In accordance with Title IX, Northern Arizona University prohibits discrimination based on sex or gender in all its programs or activities. Sex discrimination includes sexual harassment, sexual assault, relationship violence, and stalking. NAU does not discriminate on the basis of sex in the education programs or activities that it operates, including in admission and employment. NAU is committed to providing an environment free from discrimination based on sex or gender and provides a number of supportive measures that assist students, faculty, and staff.

One may direct inquiries concerning the application of Title IX to either or both the Title IX Coordinator or the U.S. Department of Education, Assistant Secretary, Office of Civil Rights. You may contact the Title IX Coordinator in the Office for the Resolution of Sexual Misconduct by phone at 928-523-5434, by fax at 928-523-0640, or by email at titleix@nau.edu. In furtherance of its Title IX obligations, NAU promptly will investigate or equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. The Office for the Resolution of Sexual Misconduct (ORSM): Title IX Institutional Compliance, Prevention & Response addresses matters that fall under the university's Sexual Misconduct policy. Additional important information and related resources, including how to request immediate help or confidential support following an act of sexual violence, is available at https://in.nau.edu/title-ix.

Classroom Disruption Policies

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with university regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive

learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in the Appendices of NAU's Student Handbook.

Student Associations

Social Work Club

Social Work Club is a service organization that serves the campus and community while providing hands on-experience and an opportunity for personal and professional growth to its members. The association offers the opportunity to pursue public service projects that will benefit the School of Social Work, campus and community. It is open to any student interested in the profession of social work and engagement in acts of service.

Phi Alpha Honor Society

The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship achievement in social work. Membership in the Phi Alpha Honor Society is open to any students enrolled in the BSW or MSW Program with at least 3.5 GPA.

Student Resources

NAU's Student Handbook 2026-2027: https://in.nau.edu/wp-content/uploads/sites/203/SA-26-27Student-Handbook-8-13-26.pdf

Additional NAU Policies:

https://in.nau.edu/dean-of-students/university-policies-rules-regulations/

https://in.nau.edu/dean-of-students/academic-policies

NAU Student Resources: https://in.nau.edu/student-affairs/wp-content/uploads/sites/307/2024/08/SA-26-27-NAU-Flagstaff-Student-Resource-Guide-8-24-26.pdf

https://in.nau.edu/student-affairs/wp-content/uploads/sites/307/2024/08/SA-26-27-Online-Student-Resource-Guide-8-24-26.pdf

NAU MSW Student Resources: https://nau.edu/social-work/msw-2-year-student-success/

APPENDIX

Fall MSW, 2-Year Online Plan of Study

Year One: Foundation Year

Fall	
First 8 Week Session	**Second 8 Week Session**
SW 526: Human Behavior in the Social Environment I	SW 520: Social Policy and Services
SW 521: Foundation Practice I	SW 555: Research Methods in Social Work
16 Week Session	
SW 595: Foundation Field I	
Term Total: 15 Credits	

Spring	
First 8 Week Session	**Second 8 Week Session**
SW 527: Human Behavior in the Social Environment II	SW 523: Foundation Practice III
SW 522: Foundation Practice II	SW 556: Diversity & Social Justice in Social Work
16 Week Session	
SW 596: Foundation Field II	
Term Total: 15 Credits	

Year Two: Specialization Year

Fall	
First 8 Week Session	**Second 8 Week Session**
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Following courses can be divided between Fall and Spring – select 2 courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
16 Week Session	
SW 695: Advanced Field Education I	
Term Total: 15 Credits	

Spring	
First 8 Week Session	**Second 8 Week Session**
SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
Following courses can be divided between Fall and Spring – select 2 remaining courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	

16 Week Session
SW 696: Advanced Field Education II
Term Total: 15 Credits

Spring MSW, 2-Year Online Plan of Study

Year One: Foundation Year

Spring	
First 8 Week Session	**Second 8 Week Session**
SW 526: Human Behavior in the Social Environment I	SW 520: Social Policy and Services
SW 521: Foundation Practice I	SW 555: Research Methods in Social Work
16 Week Session	
SW 595: Foundation Field I	
Term Total: 15 Credits	

Summer
8 Week Session
SW 527: Human Behavior in the Social Environment II
SW 522: Foundation Practice II
12 Week Session
SW 596: Foundation Field II
Term Total: 9 Credits

Fall	
First 8 Week Session	**Second 8 Week Session**
SW 523: Foundation Practice III	
SW 556: Diversity & Social Justice in SW	
Following courses can be divided between Fall & Spring – select 2 courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
Term Total: 12 or 15 Credits	

Year Two: Specialization Year

Spring	
First 8 Week Session	**Second 8 Week Session**
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Following courses can be divided between Fall & Spring – select 2 remaining courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
16 Week Session	
SW 695: Advanced Field Education I	
Term Total: 15 Credits	

Summer
8 Week Session
SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
SW 637: Organizational Leadership, Administration, and Supervision

12 Week Session
SW 696: Advanced Field Education II
Term Total: 9 Credits

Summer MSW, Advanced Standing, Plan of Study

In-person, Flagstaff Mountain Campus

Summer
6 Week Session (Class held all day Monday, Tuesday & Wednesday)
SW 555: Research Methods in Social Work
SW 556: Diversity & Social Justice in Social Work
SW 557: Foundations of Social Work Practice
Term Total: 9 Credits

Specialization Year

Fall
16 Week Session (Class held on Wednesday)
SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
SW 636: Program & Practice Evaluation
Following courses can be divided between Fall and Spring – select 2 courses
SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*
16 Week Session
SW 695: Advanced Field Education I
Term Total: 15 Credits

Spring
16 Week Session (Class held on Wednesday)
SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
SW 637: Organizational Leadership, Administration, and Supervision
Following courses can be divided between Fall and Spring – select 2 remaining courses
SW 650: Advanced Topics in Social Work
SW 652: Advanced Generalist Social Work Practice with Native American Nations
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*
16 Week Session
SW 696: Advanced Field Education II
Term Total: 15 Credits

Summer MSW, Advanced Standing Online

Plan of Study

Summer
8 Week Session
SW 555: Research Methods in Social Work
SW 556: Diversity & Social Justice in Social Work
SW 557: Foundations of Social Work Practice
Term Total: 9 Credits

Specialization Year

Fall	
First 8 Week Session	**Second 8 Week Session**
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Following courses can be divided between Fall and Spring – select 2 courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
16 Week Session	
SW 695: Advanced Field Education I	
Term Total: 15 Credits	

Spring	
First 8 Week Session	**Second 8 Week Session**
SW 637: Organizational Leadership, Administration, and Supervision	SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
Following courses can be divided between Fall and Spring – select 2 remaining courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
16 Week Session	
SW 696: Advanced Field Education II	
Term Total: 15 Credits	

Revised 10/20/26

Fall MSW, Advanced Standing Online Plan of Study

Fall	
First 8 Week Session	**Second 8 Week Session**
SW 556: Diversity & Social Justice in Social Work	SW 557: Foundation Social Work Practice
	SW 555: Research Methods in Social Work
Following courses can be divided between Fall and Spring – select 2 courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
Term Total: 15 Credits	

Spring	
First 8 Week Session	**Second 8 Week Session**
SW 636: Program & Practice Evaluation	SW 622: Direct Practice in Mental & Behavioral Health I: Children & Adolescents
Following courses can be divided between Fall and Spring – select 2 remaining courses	
SW 650: Advanced Topics in Social Work	
SW 652: Advanced Generalist Social Work Practice with Native American Nations	
Graduate Behavioral Science Cognate Course (1) **2 Cognate courses are required for graduation*	
Graduate Behavioral Science Cognate Course (2) **2 Cognate courses are required for graduation*	
16 Week Session	
SW 695: Advanced Field Education I	
Term Total: 15 Credits	

Summer
8 Week Session
SW 637: Organizational Leadership, Administration, and Supervision
SW 623: Direct Practice in Mental & Behavioral Health II: Adults and Aging Populations
12 Week Session
SW 696: Advanced Field Education II
Term Total: 9 Credits

Spring MSW, Advanced Standing Online Healthcare Emphasis Plan of Study

First Year

Spring	Term Total: 9 Credits
First 7.5 Week Session	**Second 7.5 Week Session**
SW 555: Research Methods in Social Work	SW 556: Diversity & Social Justice in Social Work
SW 650: Advanced Topics in Social Work – Death and Grief	

Summer	Term Total: 6 Credits
First 7.5 Week Session	**Second 7.5 Week Session**
SW 557: Foundations of Social Work Practice	SW 620: Health and Mental Policy

Second Year

Fall	Term Total: 6 Credits
First 7.5 Week Session	**Second 7.5 Week Session**
SW 621: Evolving Perspectives & Trends in Health & Wellness	SW 636: Program and Practice Evaluation

Spring	Term Total: 6 Credits
First 7.5 Week Session	**Second 7.5 Week Session**
SW 622: Direct Practice in Mental & Behavioral Health with Children and Adolescents	SW 637: Organizational Leadership, Administration Supervision

Summer	Term Total: 6 Credits
First 7.5 Week Session	**Second 7.5 Week Session**
SW 623: Direct Practice in Mental & Behavioral Health with Adult and Aging Populations	
SW 650: Advanced Topics in Social Work - Substance	

Third Year

Fall	Term Total: 3 Credits
16 Week Session	
SW 695: Advanced Field Education I	

Spring	Term Total: 3 Credits
16 Week Session	
SW 696: Advanced Field Education II	

Revised 8.15.2024