



UNIVERSITY OF
DENVER
GRADUATE SCHOOL
OF SOCIAL WORK

STUDENT/FACULTY GUIDE

TO THE

MASTER OF SOCIAL WORK DEGREE PROGRAM

2007 - 2008

UNIVERSITY OF DENVER
GRADUATE SCHOOL OF SOCIAL WORK

**STUDENT/FACULTY GUIDE TO THE MASTER OF SOCIAL WORK
DEGREE PROGRAM
2007-08**

INTRODUCTION

The *Student Faculty Guide to the MSW Degree Program* sets forth the educational policies and procedures, exclusive of policies and procedures specific to field instruction, that govern the MSW program and its students. The *Guide* should be used in conjunction with the *GSSW Bulletin* previously sent to you in the admission packet.

The curriculum, policies, and procedures set forth in the *Guide* are in effect for the 2007-2008 academic year and will govern most, if not all of the educational experiences of students beginning study in the 2007-2008 academic year.

Faculty of GSSW and of the University of Denver as a whole, however, reserves the right to make those changes in curriculum, policies, and procedures that will enhance the educational experience and outcomes of students.

MISSION STATEMENT
OF THE
GRADUATE SCHOOL OF SOCIAL WORK

The mission of the University of Denver Graduate School of Social Work (GSSW) - through excellence in teaching, scholarship, and leadership - is to foster social responsibility regarding social and economic justice, quality of life, and multi-cultural community, based on equality for all people. GSSW promotes the profession of social work locally, nationally, and internationally in order to alleviate and prevent social problems of individuals, families, and communities. GSSW shares the University of Denver's commitment to scholarly excellence and distinction as a place to generate and disseminate knowledge.

Core Values: The philosophy and values, which guide developing curriculum, planning programs, and operating the school include:

Progressive ideals of equality, social and economic justice, cultural diversity, and freedom

Social Work's unique focus on person-in-environment as the central concept which shapes our curriculum and practice

Standards of excellence in the development of social work knowledge and its dissemination to students, communities, and policy makers

Responsibility for promoting social change and acting affirmatively with respect to multiculturalism and empowerment in the community

Visionary Goals: The Graduate School of Social Work aspires to be a graduate school that is:

a **source** of excellent graduate social work education which has the admiration and support of alumnae and constituent communities

a **center** of stimulating intellectual development where critical thinking and analysis are prized

a **leader** in creating a highly diverse and multicultural environment

an **advocate** for an integrated and inclusive model of social work

a **facility** that is state of the art with cutting edge technology

Graduates will be able to analyze social problem dynamics individuals, families, groups, organizations, communities, and in social policy; intervene in social problems through diverse social work roles; think critically; express themselves well orally and in writing; demonstrate ethical and culturally competent practice skills; and be committed to advancing social work's principal concern for the well-being of people. GSSW aims are achieved when our graduates create the means for better meeting human needs in their communities and in the national and international arena. GSSW also fulfills its purpose when its faculty adds to the cumulative knowledge base of social work practice.

Adopted at GSSW Retreat, April 30, 1997

**UNIVERSITY OF DENVER
GRADUATE SCHOOL OF SOCIAL WORK
2007-2008 Academic Calendar ***

AUTUMN QUARTER 2007

<i>Sept 3</i>	<i>Monday</i>	<i>University Closed—Labor Day</i>
<i>Sept 6</i>	<i>Thursday</i>	<i>New Student Orientation</i>
<i>Sept 7</i>	<i>Friday</i>	<i>New Student Library Tours/Portfolio Training</i>
Sept 10	Monday	Autumn Quarter begins
<i>Sept 12</i>	<i>Wednesday</i>	<i>Concentration Year Field Practicum begins</i>
<i>Sept 17</i>	<i>Monday</i>	<i>Foundation year Field Practicum begins</i>
<i>Sept 19</i>	<i>Wednesday</i>	<i>New Student Field Orientation</i>
<i>Oct 3</i>	<i>Wednesday</i>	<i>Deadline for removal of “Incompletes” from Summer 2007</i>
<i>Oct 12</i>	<i>Friday</i>	<i>Syllabi for Winter 2008 courses due to faculty support from faculty</i>
<i>Oct 19</i>	<i>Friday</i>	<i>Last day to change courses to no credit</i>
<i>Oct 22</i>	<i>Monday</i>	<i>GSSW Advising Begins</i>
<i>Oct 29-Nov 2</i>	<i>Monday-Saturday</i>	<i>DU Advising Week for Winter Quarter</i>
<i>Nov 2</i>	<i>Monday</i>	<i>Last day to add or drop courses with approval</i>
<i>Nov 5</i>	<i>Monday</i>	<i>Priority Registration for Winter Quarter—Phd students</i>
<i>Nov 7</i>	<i>Wednesday</i>	<i>Priority Registration for Winter Quarter—MSW students</i>
<i>Nov 16</i>	<i>Friday</i>	<i>Incomplete Grades received in Autumn Quarter 2006 <u>must</u> be removed</i> <i>Applications for graduation due for Winter Quarter candidates</i>
<i>Nov 20</i>	<i>Tuesday</i>	<i>Last day of Autumn Quarter**</i>
<i>Nov 22-23</i>	<i>Thursday-Friday</i>	<i>University Closed—Thanksgiving Holiday</i>
<i>Nov 29</i>	<i>Thursday</i>	<i>Fall Quarter grades due via web from faculty at 10:00 p.m. (tentative)</i>
<i>Dec 5</i>	<i>Wednesday</i>	<i>Foundation Field Practicum Ends</i>
<i>Dec 7</i>	<i>Friday</i>	<i>Concentration Field Practicum Ends</i>
<i>Dec 25-Jan 1</i>		<i>University Closed—Winter Break</i>

* This calendar is subject to change

** See course syllabi for beginning and ending sessions

WINTER INTERTERM 2007

Nov 26-Dec 21	Monday-Friday	Winter Interterm
<i>Dec 25-Jan 1</i>	<i>Tuesday-Tuesday</i>	<i>University Closed—Winter Break</i>
Jan 21	Monday	Winter Interterm grades due from faculty at 10:00 p.m.

WINTER QUARTER 2008

<i>Jan 1</i>	<i>Tuesday</i>	<i>University Closed—New Year’s Day (observed)</i>
Jan 2	Wednesday	Winter Quarter begins
Jan 7	Monday	Foundation Field Practicum begins
Jan 9	Wednesday	Concentration Field Practicum begins
Jan 21	Monday	<i>University Closed—Martin Luther King, Jr. Day</i>
Jan 23	Wednesday	Deadline for removal of “Incompletes” from Fall Quarter 2007
Feb 1	Friday	Syllabi for Spring Quarter 2008 due to faculty support from faculty
Feb 12	Tuesday	Last day to change courses to no credit
Feb 4	Monday	GSSW Advising for Spring Quarter begins
Feb 11-16	Monday-Saturday	DU Advising Week for Spring Quarter
Feb 18	Monday	Priority Registration for Spring Quarter—PhD students
Feb 20	Wednesday	Priority Registration for Spring Quarter—MSW students
Feb 26	Tuesday	Last day to add or drop courses with approval
Feb 28-29	Thursday/Friday	Track information sessions for Foundation Students
Mar 6-7	Thursday/Friday	Track information sessions for Foundation Students (continued)
Mar 13-14	Thursday/Friday	Track information sessions for Foundation Students (continued)
Mar 11	Tuesday	Foundation Year Field Practicum ends Incomplete Grades received in Winter Quarter 2007 <u>must</u> be removed Applications for graduation due for Spring Quarter candidates
Mar 14	Friday	Concentration Year Field Practicum ends Last day of Winter Quarter **
Mar 24	Monday	Grades due via web from faculty at 10:00 p.m. (tentative)

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** See course syllabi for beginning and ending sessions

SPRING QUARTER 2008

March 15-23	Saturday-Sunday	<i>Spring Break</i>
March 24	Monday	Spring Quarter begins Foundation Field Practicum begins
March 26	Wednesday	Concentration Field Practicum begins
April 2	Wednesday	Field Placement Fair
April 14	Monday	Registration for Summer Session begins
April 16	Wednesday	Deadline for removal of “Incompletes” from Winter Quarter 2008
Apr 25	Friday	Syllabi for Summer Quarter 2008 due to faculty support from faculty
Apr 28	Monday	GSSW Advising for Fall Quarter begins
May 2	Friday	Last day to change courses to no credit
May 5-10	Monday-Saturday	Advising Week for Fall Quarter 2008
May 8	Thursday	Mandatory Concentration Year Advising/Track Declaration Meeting for continuing students
May 12	Monday	Priority Registration for Fall Quarter 2008—Phd students
May 14	Wednesday	Priority Registration for Fall Quarter 2008—MSW students
May 15	Thursday	Last day to add or drop courses with approval
May 28	Wednesday	Foundation Field Practicum Ends
May 30	Friday	Concentration Field Practicum ends
May 26	Monday	<i>University Closed—Memorial Day</i>
June 2	Monday	Incomplete Grades received in Spring Quarter 2007 <u>must</u> be removed Applications for graduation due for Summer Quarter candidates
June 5	Thursday	Last day of Spring Quarter**
June 6	Friday	<i>University Commencement for Graduate Students</i>
June 11	Wednesday	Grades due via web from faculty at 10:00 p.m. (tentative)

* This calendar is subject to change

** See course syllabi for beginning and ending sessions

SUMMER SESSION 2008

June 16	Monday	DU Summer Session begins
July 4	Friday	<i>University Closed—Independence Day</i>
July 7	Monday	Advanced Standing New Student Orientation
July 9	Wednesday	First Day of Classes for new Advanced Standing students
July 18	Friday	Syllabi for Fall 2008 due to faculty support from faculty
August 14	Thursday	Last day of Summer Session ** Incomplete Grades received in Summer Session 2007 <u>must</u> be removed Applications for graduation due for Fall Quarter 2008 candidates
<i>August 15</i>	<i>Friday</i>	<i>University Commencement</i>
August 21	Thursday	Grades due via web from faculty at 10:00 p.m. (tentative)

* This calendar is subject to change

** See course syllabi for beginning and ending sessions

GENERAL INFORMATION

FACULTY AND ADMINISTRATION

The faculty of the Graduate School of Social Work (GSSW) has diverse skills, talents, and interests. This diversity adds to the educational process. In addition to teaching, members of the faculty serve as consultants, trainers, and participants in a variety of community agencies and projects. They also participate in University projects with faculty from other departments. Most faculty members serve students as advisors and members of educational committees.

Students in all courses offered by GSSW complete evaluations of the course instructor each quarter. The results of the evaluations are provided to the instructor and to program administration in an effort to enhance the quality of teaching.

Students are encouraged to meet with faculty members. Faculty post regular office hours. Materials and messages may be left for faculty in the faculty/staff mailboxes in the lobby of Craig Hall and through e-mail.

Professional positions and roles at GSSW of particular importance to the MSW program and students are named. The names of individuals holding specific positions are noted.

Dean Dr. James Herbert Williams, Professor

Associate Dean/MSW Program Director Dr. Kathleen Ohman, Professor

Assistant Dean of Operations/Financial and Facilities Manager Linda Clark

Executive Assistant to the Dean Anne Enderby

Registrar Sarah Sweetman

Office of Admission:

Director Colin Schneider

Asst to the Director of Admission/ Financial Aid Coordinator Linda Daubers

Director of Student Services Dr. Carole Fee Ivanoff

Field Education:

Director Ann Pettila

Field Coordinators Kate Ross, Ben Fransua, and Michele Sienkiewicz

Field Program Administrator Andy Downing

Technology Operations Manager Ryan Garrett

Systems Administrator Mary Carver

Audio Visual Specialist Ethan Crawford

Faculty Administrative Support Michelle Martinez

Office Manager Jennie Ratico

Receptionist Araceli Repp

Communications Director Debbie Jones

Development/Alumni:

Development Director

Outreach Director Lorie Klumb

Administrative Assistant Lynette Jones

Development & Outreach Coordinator Stephanie Panion

Faculty:

Appointed faculty hold continuing appointments and are expected to engage in research or other scholarly endeavors, University service, and community service in addition to teaching and serving as advisors.

Adjunct faculty are instructors who are actively engaged in practice in addition to their teaching, and are engaged by GSSW to teach specific courses based on their education, experience, and expertise.

For more information on individual faculty interests and areas of research, please refer to pages 67-80.

STUDENT GROUPS AND ORGANIZATIONS

Listed below are student groups that are active within GSSW. For information, contact a GSA representative or Carole Ivanoff.

- **Graduate Student Association Council (GSAC)** (University wide)
- **Graduate School of Social Work Student Association (GSA)**
- **Multicultural Social Justice Student Organization (MSJ)**
- **Queer Equality Alliance**
- **Phi Alpha Honor Society**

In addition, the **Colorado Chapter of the National Association of Social Workers (NASW)** provides for student representation on its board of directors and encourages participation of student members in its committees.

GOVERNANCE AND STUDENT PARTICIPATION IN GOVERNANCE

Educational policy for the MSW Program is determined by the faculty as a whole and by standing committees comprised of faculty, students, administration, and community representatives. The committees listed below have student members who are selected each year by the GSSW Graduate Student Association. Students may attend, but not vote, at business meetings of the faculty of the whole. They have equal voting rights in all other committees. Faculty reserves the right to move meetings into executive session that excludes students when deemed appropriate.

Students who are interested in serving on a committee or want more information about a committee and its responsibilities should contact a GSA Committee Chair or Representative, or GSA Advisor—Carole Fee Ivanoff.

- **Faculty/Community as a Whole** Jean East
- **Field Advisory Board** Ann Pettila
- **MSW Curriculum Committee** Kathleen Ohman
- **Multicultural and Diversity Council** William Cloud
- **Technology Committee** Walter LaMendola

FACILITIES AND TECHNOLOGY RESOURCES

Room Reservations. The various conference rooms in Craig Hall may be reserved for special purposes, meetings, and/or studying. Please contact Araceli Repp at the Front Desk to reserve conference rooms. All academic rooms are scheduled by Sarah Sweetman, GSSW Registrar.

Student Lounge. The student lounges are located on the main floor to the left of the main entrance and on the second floor above the café. They are available to students for social activities and other uses. A refrigerator and microwave are located in the kitchen behind the student lockers and are available for student use. Please clean up any spills or explosions in the microwave and do not leave food in the refrigerator beyond one week. The refrigerator will be cleaned out on a regular basis.

Student Information Area (including student mailboxes). Important information is posted on the bulletin boards in the student lounge on the main floor. Students will each have a green hanging file folder in which mail will be placed. Students should check the information area **daily** when they are on campus for important messages from faculty and administration.

Posting of Information Postings are restricted to designated bulletin boards. Notices may not be posted on doors, windows or walls.

Guidelines for the Presence of Animals in Craig Hall

The Graduate School of Social Work acknowledges and respects the various roles animals play in the life of our school. They may be educators in classrooms, friends in offices or hard-working companions assisting others. We welcome their presence and appreciate their owner's cooperation with the following guidelines governing their pets' presence in Craig Hall:

1. Please keep your pets leashed and under your direct control and supervision at all times. Keep in mind that there are likely to be individuals in the building who are not comfortable with animals and may feel threatened if your pet is off-leash, no matter how obedient or well behaved your pet is.
2. Be considerate of University property. You may be liable if your pet damages furnishings, carpets, etc.
3. Clean up after your pet, both inside and outside. Our custodial staff and grounds crew should not have to clean up after your pets. Do not ask staff, faculty or students to walk your pets.
4. Please keep your pets off the furniture and routinely clean up pet hair (with a tape roller or other device).
5. Many individuals have pet allergies. Animal visitors should be well groomed to minimize their affect on others.
6. Please do not bring your pet to work or to class without first checking with your supervisor or instructor.
7. All animal visitors should be well behaved, healthy and up-to-date with vaccinations.

We thank pet owners for being considerate of the health, safety and comfort of the entire Graduate School of Social Work community.

TECHNOLOGY RESOURCES

Computer Access. A computer lab for faculty, staff, and students is located in the Penrose Library, offering support in the use of computers and programs. Consultants are on duty to assist with computing problems. IBM and Macintosh computers with a variety of printers, including laser printers at a minimal charge, are available. The following software is available: Omgate, MS-DOS, WordPerfect, Microsoft Word, Excel, Nudist, SPSS, and other programs.

Craig Hall has wireless capability in all public and student areas. The building also has multiple “wired” ports available for student use. There will be one networked printer available in the Virtual Library for student use or students may use printers located in Penrose library.

Copiers/Fax Machines. Copiers and fax machines for student use are available in Penrose Library. Students may not use copiers or fax machines at GSSW.

Videotaping. Videotape equipment is available for student use within the building only. Make arrangements for equipment with Ethan Crawford.

DU E-Mail Accounts.

Per DU Policy:

The University assigned email account shall be an official means of communication with all students, faculty, and staff. **Students are responsible for all information sent to them via their University assigned email account.** Students who choose to forward mail from their University email accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.

Faculty, staff and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

For information about your DU login or password, please contact the University Technology Services (UTS) Help Desk at 303.871.4700.

Forwarding your DU account to a personal e-mail account.

- If you use WebMail, click on “options” and then “settings.” Click on the button that says “mail forwarding” and follow the instructions
- If you use WebCentral, click on “options” and then “auto forward” and follow the instructions.
- Or, visit the University Technology Services Website at www.du.edu/uts and click on “E-mail and E-mail Lists” and follow the instructions

Student Listservs. All students are subscribed to the gssw-student listserv with their DU e-mail address following orientation. Important information including announcements, GSSW events, registration information, field information, class cancellations, etc. will be distributed to students via this listserv. Additionally, students have the option of subscribing to two additional listservs: gssw-jobs and gssw-events. All job posting that are received by the school will be forwarded to the gssw-jobs listserv and the DU Career Center. The gssw-events listserv will include all events that are not directly related to or endorsed by the Graduate School of Social Work (including events in other departments on campus as well as other community events). *Please note that GSSW has no affiliation with events posted on this listserv; it is merely a means of providing you with information.*

Some important things to know about the gssw-jobs and gssw-events listservs:

1. You can subscribe or unsubscribe at any time.
2. You can subscribe and choose to have all postings sent to you in a single email once a week (digest mode):
 - You can enable digest mode when you subscribe.
 - Or, go to <https://listserv.du.edu/mailman/options/gssw-jobs> for the Jobs listserv and <https://listserv.du.edu/mailman/options/gssw-events> for the Events listserv. Login to your account, scroll down about halfway down to where it says “Set Digest Mode,” and click “On.” Then scroll all the way to the bottom and click on “submit my changes.”

To subscribe to the listservs:

1. Go to: <https://listserv.du.edu/mailman/listinfo>
2. Click on either *Gssw-events* and/or *Gssw-jobs* and provide the requested information.
3. You will receive an email asking you to confirm your subscription (make sure you confirm it or you will not be subscribed).
4. Then you will receive a confirmation email. Save it because it contains a link to where you can edit your options and unsubscribe.

WebCentral. Important information including the academic calendar and other deadlines will be posted weekly on the GSSW Student Group in WebCentral. Students are responsible for the information made available via WebCentral, and should check for updates on a weekly basis. WebCentral also contains electronic Message Boards, Chat Rooms, and other resources for students to post information informally. You can access the WebCentral login page at <http://webcentral.du.edu>. If you are having difficulty accessing your WebCentral homepage and/or the GSSW Student Group, please contact the UTS HelpDesk (303.871.4700) or Sarah Sweetman for assistance.

EDUCATIONAL POLICIES AND PROCEDURES

Registration

Beginning with the second quarter of enrollment, priority registration for subsequent quarters occurs on Wednesday of Week 8 of the current quarter. For example, students will priority register for Winter Quarter on Wednesday of Week 8 in Fall Quarter.

Registration times are assigned by credit hours so that students who are closest to completing degree requirements are allowed to register first. Registration times take into account credit hours earned (courses that are completed and for which the student has received a passing grade), credit hours in progress (courses for which students are currently registered), and credit student's have received as transfer credit from other institutions. However, due to the format of our curriculum, many students have the same number of hours earned and hours registered in any given quarter. As a result, once times are assigned by credit hours, registration groups will further be divided alphabetically according to the first letter of the student's last name. The letter that receives the earliest time will be randomly assigned by the DU Registrar's Office and will change each quarter to ensure that the registration process is fair. Students who have a documented disability may be assigned an early registration time. For the best course selection, it is recommended that students register at their assigned time, if possible.

Add/Drop

Beginning at their priority registration time, students can drop courses via MyWeb through the first five business days of the week of the quarter. Courses dropped through the first five business days of a quarter (Monday-Friday, summer session excluded) are deleted from the student's record. Tuition will be reversed through this time period (first 10% of the term), if applicable. GSSW follows University policies and deadlines related to add/drop and tuition refunds. Students are responsible for knowing this information prior to dropping courses. Add/drop deadlines and tuition refund information is available on-line at www.du.edu/registrar.

Following the first week of the quarter, students may drop classes by via MyWeb (through Week 6 of the quarter). A grade of "W" will be recorded for courses officially dropped during the second through the sixth week of the quarter. A grade of "W" is not calculated in the student's GPA and is not punitive in any way. Students dropping classes after the first week of the quarter should check for refund information prior to dropping at www.du.edu/registrar or by contacting Sarah Sweetman.

A grade of "W" can be assigned after the sixth week of the quarter only when the student's withdrawal was caused by reasons beyond his or her control and when the student's work at the time of withdrawal was passing. The instructor and the Associate Dean must approve any course dropped after the sixth week of the quarter. Students are not permitted to withdraw from courses after the 8th week of the quarter. Summer intensive courses may not be dropped once the course has begun.

As a professional courtesy, students are required to notify instructors of their intention to drop. When dropping a required course, students are also encouraged to review published class schedules and/or consult with an advisor prior to dropping the course to ensure that they are able to meet all requirements for graduation.

No Credit (NC)

To register and take a course for no credit, the student must obtain the permission of the instructor. Tuition is charged and the course appears on the student's transcript with "NC" being recorded in the grade column. In addition, the student and instructor must design a learning contract setting forth course expectations, including attendance, actual participation, and completion of assigned readings. An instructor may require a student who does not adhere to the learning contract to withdraw from the course. A "NC" cannot be changed back to credit once registered. The "NC" approval must be granted before the end of the 6th week of the quarter.

Auditing

DU students who are registered for eight credit hours in a quarter may, with the approval of the instructor, audit a course. No tuition is charged and no record of the course is made. Approval for auditing privileges is granted only after the formal registration period and only where space is available.

Class Attendance

Students are expected to attend *all meetings of a class*, including the scheduled hours for field instruction, for which they are registered. Instructors are expected to establish attendance requirements for their classes and may, at their discretion, use class attendance as one factor in assigning a grade for a class. Participation in official University activities, personal emergencies, and major religious observances is considered valid reasons for absence. *It is the responsibility of the student to check with the instructor regarding any absence from class and to make arrangements regarding the work missed.* The responsibility for completing all work in the course rests with the student.

Further, faculty are welcome to cancel class or provide some alternate activity during scheduled classes to accommodate their own religious observances.

GRADES AND GRADING

Grading Policy

Grades are based on competence. **Letter grades** are used as follows for all instruction other than field instruction:

91-100	A	94-100 A (4.0) (An A+ cannot be given.) 91-93 A- (3.7)
81-90	B	88-90 B+ (3.3) 84-87 B (3.0) 81-83 B- (2.7)
71-80	C	78-80 C+ (2.3) 74-77 C (2.0) 71-73 C- (1.7)
70 and below	F	

Criteria are as follows:

- A - Excellent work (91-100)
- B - Good work - meets course expectations (81-90)
- C - Poor work - minimally meets course expectations (71-80)
- F - Failing work (70 and below)

Expectations concerning objectives, attendance, examinations, and evaluation of student performance will be stated in each course syllabus and discussed during the first class session of each course. Grades of “Pass” or “No Pass” are not given, except in field practicum. No “D” grades are given as final grades.

Grades of “**Pass**” or “**No Pass**” are assigned for field practicum (SOWK 4960, SOWK 4961, and SOWK 4950). These grades are not included in computing the student’s GPA. Grading criteria for Field are set forth in the *GSSW Field Manual*. A grade of “No Pass” will automatically result in a formal student concern or reservation.

Grade Reports

Students may view their grades on-line via “My Web.” Grades are available via MyWeb approximately 10 days after the close of the quarter. If a hardcopy report is needed, students must submit a request in the Fall Quarter at <http://www.du.edu/registrar>.

Repetition of Courses

A student receiving a grade of “F” in a required course is required to repeat that course. A course in which a student has a passing grade, that is, C- or better, cannot be repeated. When a course is repeated in which a grade of “F” was received, the student pays the current tuition rate and the course will be counted as part of the total quarterly course load. The “F” grade, and the new grade for the repetition of the course, will both be counted in the total grade point average. A student may only repeat a required course once, and a student who fails a required course twice will be terminated from the program. A student receiving a grade of “F” in a non-required course may earn the credit hours lost by enrolling in other elective courses.

Incomplete (I)

A grade of Incomplete may, at the discretion of the instructor, be assigned for a quantitative deficiency in the completion of requirements for a course if the deficiency is due to illness or other excusable conditions beyond the control of the student. It may not be used to allow a student with poor performance to retake an examination or complete additional work to enhance the quality of the student’s performance.

According to University policy:

A grade of incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a student only when illness, necessary absence, or other **reasons beyond the control of the student** prevent completion of course requirements by the end of the academic term.

Incomplete grades may only be given in the following circumstances:

- The student’s work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of the required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student’s failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete before the end of the academic term;
- The instructor and student complete the “Application for Incomplete Grade” form (available from GSSW Registrar) before the end of the academic term.

Appropriate grades must be assigned in other circumstances. A failing grade and last date of attendance should be recorded for students who cease attending class without authorization from the instructor and the GSSW Registrar. Students who are unable to complete a course and who do not meet these circumstances should consider dropping the course.

The following provisions for Incomplete grades apply:

- The “Application for Incomplete Grade” form may be obtained on the web at www.du.edu/registrar or from the GSSW Registrar.
- Instructors must submit a copy of this form to the GSSW Registrar when the Incomplete grade is assigned.
- The instructor will submit the final grade on the original form to the GSSW Registrar when the work is completed.
- The Graduate School of Social Work Registrar will provide a copy of the Application for Incomplete Grade to the student and his or her advisor when received. The advisor will also receive a copy with the final grade when the final grade is posted. The student will be notified that the final grade has been posted via WebCentral.

- **GSSW policy requires that the papers or projects necessary to make up an Incomplete be submitted to the instructor by the fourth Wednesday of the next quarter unless the instructor has stipulated a different date for completion of work.**
- Instructors may extend the deadline to a later date (up to one year per DU policy). The grade will remain incomplete on the student's transcript for up to one year unless the instructor requests that a different grade be posted. While the grade appears as "I", it does not affect the GPA. If a final grade has not been submitted after one year, or at the time of graduation, the incomplete will be changed to an F and will be calculated in the student's overall GPA as such.
- An incomplete grade may not be considered passing for purposes of determining academic standing, financial aid eligibility, or other purposes.
- Notation of the original incomplete status of the grade remains on the student's transcript along with the final grade.
- An incomplete should not be assigned when it is necessary for the student to attend additional class meetings in order to complete the course assignments. Students who receive an incomplete grade in a course must not reregister for the course in order to remove the Incomplete.
- Incompletes are not assigned for field practicum.

A student with outstanding Incomplete(s) must consult with his or her advisor. Students having more than one Incomplete may not, at the discretion of the advisor, be allowed to register for a full academic course load. The number of hours for which such a student may enroll will depend on the number of Incomplete grades, the length of the Incompletes, the balance of the student's academic record, and other pertinent factors.

In Progress (IP)

Only SOWK 4960, SOWK 4961, and SOWK 4950 may remain In Progress (IP) beyond the final day of the academic term. Typically, a course remains In Progress when a student has not completed the required number of clock hours in the field practicum in a given quarter, but may also occur for other reasons as set forth in the *GSSW Field Manual*. When a course remains In Progress, it will be changed to either a "Pass" or a "No Pass" when the circumstances resulting in the "IP" are resolved. Unlike the case when a grade of "I" is assigned, the "IP" does not remain on the student's record, and the student does not need to submit a form to change the grade. Students will not be registered for subsequent terms of field until IP is resolved. *An IP in field may affect the student's tuition refund and/or eligibility for financial aid in subsequent quarters.*

Change of Grade

Grades turned in by instructors at the end of the quarter are final and are not subject to change by reason of revision of judgment on the part of the instructor. The instructor of a course is the only one who can change a grade for a student in that course, and only if such change is warranted due to errors in computation. Grades cannot be changed on the basis of a second trial, such as a new examination or additional work undertaken or completed after the grade report has been turned in. In the event of grade error, the faculty member must initiate a "Correction of Error in Grading" form, obtained from the GSSW Registrar. The form requires the signatures of the instructor and the dean. Any correction of the grade must take place in the quarter following the one in which the grade was given.

Grade Appeals

Informal communication between faculty and students will usually lead to mutually satisfactory resolution of disputes about grades. Per University Policy:

Grades submitted by instructors at the end of the quarter are final and are not subject to change by reason of revision of judgment on the part of the instructor. An instructor of a course is the only individual who can change a grade. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the grade report has been turned in to the Office of the Registrar.

Grade appeals will be accepted by the GSSW Dean only when based on problems of process. Students must be able to demonstrate instructor bias and/or arbitrary grading methods. Grade appeals based on differences in judgment or opinion concerning academic performance will not be considered.

Leave of Absence/Withdrawing From the Program

A student who decides to take a leave of absence or withdraw from the program should discuss the decision with his or her advisor. If the student does decide to take a leave or withdraw, the student must notify the GSSW Registrar and complete the required paperwork immediately, as there may be consequences regarding transfer of credit and/or financial implications. In addition, the student must officially drop all courses currently enrolled. **An instructor *may not* give approval to drop if the student is failing the course.** A leave of absence cannot exceed 3 consecutive quarters or the student will be formally withdrawn and required to submit an application for readmission (see below).

If the leave of absence is for medical reasons, please see GSSW Registrar for University policies and procedures regarding Medical Stop Out.

Readmission to the Program

Students not enrolled in the program for up to 3 consecutive quarters, including summer session, must check with their advisor and the GSSW Registrar regarding readmission to the program. All degree requirements, including completion of degree within four years of 1st admission, must still be met. Students not enrolled in the program for 4 consecutive quarters, including summer, must submit a readmission application to the GSSW Registrar.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Concerns Regarding Courses and/or Instructors:

If a student has a concern regarding a course or an instructor, it is the student's responsibility to follow a specific process that demonstrates professionalism in voicing that concern. The student should:

1. Speak directly with the instructor.
2. If the concern is not alleviated by this discussion, the student should meet with his/her adviser who can act as a mediator.
3. If the problem persists, the student should immediately contact the Associate Dean.

Student Papers and Projects

Instructors may require students to submit assignments electronically. It is the student's responsibility to maintain a record of electronic assignments.

Papers will be returned to students in one of the ways listed below unless the student specifically requests an alternative option (e.g., specifically requests that an instructor give a classmate a paper to give to the student):

- Handed directly to the student in class
- Handed directly to the student in the instructor's office
- Placed in the student mail folder in an envelope with the student's name on the envelope
- Placed in the student mail folder, folded over, and stapled or taped on three sides, with the student's name on the outside
- Mailed to the student in a stamped, self-addressed envelope

Projects and papers in student mail will be discarded approximately 30 days following students' graduation.

Scholarly Language and Writing

The GSSW faculty acknowledges the importance of non-exclusionary language in recognition of gender equity. The faculty therefore is committed to the use of non-exclusionary language in written documents and in the classroom. Students are urged to commit themselves to the use of non-exclusionary language in the classroom and written assignments.

Formal papers must be prepared in accordance with the American Psychological Association (APA) style of reference and citation. Students should refer to either the *Publication Manual of American Psychological Association* (5th edition) or *The Concise Rules of APA Style* (also published by the APA). Students who have questions or concerns about using APA are encouraged to contact the University Writing Center at 303.871.7456.

Students with Disabilities

According to the Americans with Disabilities Act (ADA), a person with a disability has a physical or mental impairment that substantially limits one or more major life activities. Short term, non-chronic conditions are not included under this Act. Any student having a documented disability as defined by ADA guidelines has the right to reasonable accommodations, unless those accommodations impose an undue hardship on the University, alter programs, or compromise the integrity of the pursued degree. Essential components of academic course objectives or essential functions of the GSSW internship experience cannot be altered.

It is the responsibility of the student to initiate the request for accommodations, make his/her needs known, and provide appropriate expert documentation regarding the disability **before accommodations can be granted.**

Students who have a disability protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and want to request accommodations must make an appointment with the Disability Services Program (DSP) [303-871-2372], located in Driscoll South, Suite 30. The *Handbook for Students with Disabilities* is available online at <http://www.du.edu/disability>. The *Handbook* provides guidance on DU policy and procedures concerning students with disabilities.

After DSP has determined and notified a student of the accommodation(s) to be afforded, the student must contact his or her instructors concerning how the accommodation(s) will be implemented. **Please note that accommodations cannot be granted retroactively.** Undiagnosed or undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodations or following appropriate procedures to request accommodations. Documentation must be current and also meet current University guidelines, which can be obtained from University Disability Services.

The Student Services Director, Carole Ivanoff, acts as the GSSW liaison to the University Disability Services Office. Student are encouraged to contact Carole if they have questions or concerns, or for additional information. Carole can also assist students, on an individual basis, who may have short-term disabilities or circumstances not covered by ADA.

Disclosure of Student Information

The University of Denver complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the “Buckley Amendment.” Students have a right to inspect their educational records at the University and to request amendment to those records if they believe them to be inaccurate. The FERPA law and its implementing regulations may be reviewed in the Office of the Registrar, University Hall, Garden Level.

Directory Information

The law provides that “Directory Information” may be released without the consent of the student unless she/he has specifically asked that prior consent be obtained. The University of Denver designates the following student information as “Directory Information:”

The student’s full name, address (local and home/permanent), telephone number, campus electronic mail address, digitalized I.D. photograph, date and place of birth, major field of study, full time or part time status, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, anticipated date of graduation, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

Students who want their directory information withheld from public disclosure must submit annually a ***Request to Withhold Information*** form, available from the Office of the Registrar, to the Office of the Registrar. This form must be completed each year by October 1.

University of Denver Disclosure Policies

Academic and administrative offices at the University with a “legitimate educational interest,” as defined by FERPA, may receive all student data, including mailing labels, regardless of any restrictions. In addition, a student’s record may be released in compliance with a court order or subpoena, and student information may be released for health or emergency reasons.

University selection committees, which sometimes include students as committee members, will select students for membership in honor societies or for other awards or recognition. Students may request that students on selection committees not view academic record information.

Graduate School of Social Work Disclosure Policy

GSSW will not provide third parties with home addresses or telephone numbers of social work students. Response to requests, either by telephone or in person, will be, “I can take your name and number and ask the student to call you.” The same policy holds true for faculty and staff, unless they have authorized disclosure of this information. Students should be aware, however, that while GSSW will not disclose home addresses or telephone numbers of students, the University would. Students who do not want this information disclosed must submit the *Request to Withhold Information* form referenced above.

Student Role in Program Assessment

In order to ensure that the MSW program continues to meet the highest standards of excellence while meeting the needs of our students as well as the community we serve, we take the student role in program assessment very seriously. Students will be required to participate in program assessment throughout their degree program in the following ways:

- **Foundation Year Exam:** At the end of the foundation year, all foundation students will be required to complete a mandatory comprehensive exam of the foundation year curriculum. This exam is taken anonymously, and student scores are used for assessment purposes only—they do not affect academic standing in the program or the individual student’s G.P.A.
- **Concentration Portfolio:** Students will be asked to upload a specific number of completed academic papers to their DU Portfolio during their concentration year. These papers will be used to be used in assessing the graduate level writing of MSW students. The papers will be reviewed anonymously by an assessment committee. The portfolio will not affect the student’s academic standing in the program or the G.P.A.
- **Entrance & Exit Surveys:** Students will be asked to complete an on-line entrance survey during orientation and an exit survey following graduation. While the entrance survey is voluntary, it is strongly recommended that students complete this survey as it provides the school with valuable information which is later compared with the results of the exit survey, which is mandatory. Diplomas may be held for graduates who do not complete the exit survey.

CURRICULUM

The Master of Social Work curriculum at the University of Denver is organized into a foundation curriculum and a concentration curriculum in clinical and community practice. The foundation curriculum, premised on a liberal arts undergraduate education, prepares students for generalist social work practice. The concentration curriculum prepares students for entry into advanced practice with individuals, couples, and families (clinical practice) or administration, community practice, policy analysis, and policy development (community practice). The defining themes in both the foundation curriculum and concentration curriculum are progressive ideals of equality, social and economic justice, and multiculturalism. Consistent with our mission, content concerning social work values and ethics, diversity, and promotion of social and economic justice is infused throughout the curriculum.

Ninety credit hours are required for the MSW for students admitted to the two-year program. Sixty credit hours are required for students admitted with advanced standing (the remaining thirty credit hours are applied to the student's transcript as a block transfer.)

Foundation Curriculum

The foundation curriculum is premised on the belief that there is a body of knowledge and skills essential to effective practice by all social workers. The foundation courses and field practicum are designed to give students a base for professional practice. All courses in the foundation are required. The Field Education Team, based on information provided by students concerning their experience and interests, assists students in finding appropriate field placements.

Concentration Curriculum

At the end of the foundation year (or at the beginning of the advanced standing program), students must select a concentration. Students must meet the following requirements for admission to the concentration curriculum: (1) satisfactory performance in foundation courses; (2) satisfactory performance in the foundation field practicum; and (3) professional and ethical behavior in the field practicum and in the classroom. Once these requirements are met, students will be formally advanced to candidacy.

Concentration Year

The Concentration year prepares students for advanced clinical practice with individuals, couples, families and small groups, or for advanced community practice in administration, community development and organizing, and policy analysis and advocacy. Thus, during this second year, students choose a concentration in either *Clinical Practice* or *Community Practice*. Then, within the Clinical Practice Concentration, students choose one of four tracks, or areas of specialization: (1) the *Child Welfare* track, (2) the *Families* track, (3) the *High-Risk Youth* track, or (4) the *Adult* track. Within the Community Practice Concentration, students will follow the *Leadership for Community and Organizational Practice* track.

Seven required courses make up each of these concentration year tracks: an overview course, two advanced skills courses, a policy course, two research courses, one track elective, and field practicum. Additionally, two-year students must take three elective courses from any of the other tracks, from any of the certificate programs, or from general elective course offerings. Advanced standing students may be required to take up to eight elective courses to fulfill the 60 credit hour requirement for the degree.

Dual and Cooperative Degrees

The University of Denver offers dual degree programs that allow students in social work to earn a degree in another field at the same time they earn the MSW degree. Formal dual degree programs exist with Law, International Studies, and Human Communication. In addition, the University offers a flexible dual degree program that allows students to propose any dual graduate degree program they choose. Students pursuing the dual degree with law earn the MSW and JD degrees; students in the other dual degree programs earn the MSW and the MA degrees.

The University also offers a cooperative degree program with the Iliff School of Theology. Students earn the MSW concurrently with the Master of Divinity, Master of Arts in Specialized Ministry, or Master of Theological Studies degrees.

The dual and cooperative degree programs allow students to combine fields of study and to graduate with fewer overall credit hours than would have been required if they pursued the degrees separately. Applicants to the dual and cooperative degree programs must apply separately to the respective schools and meet the admission requirements of both schools. Applications can be submitted prior to beginning either program, or after work in one program has begun, but not after degree requirements in one program have been completed. **Once accepted into a dual degree program, students must provide a statement of their intent to complete a dual degree to the GSSW Registrar to be included in their student file.**

Dual degrees must be pursued for the most part simultaneously. Both degrees are to be granted at the same time, with the exception of the JD/MSW. Students seeking dual degrees where one program is JD are allowed to have these degrees granted at different times. However, the separation of graduation dates can be no longer than one year.

Students are required to maintain an up-to-date educational plan, approved by their advisor, on file with the GSSW Registrar. The general course requirements for the dual degree programs with the College of Law, Graduate School of International Studies, and Iliff School of Theology are listed on the pages to follow. For further information about dual and cooperative degrees, inquiries should be directed to Dr. Kathleen Ohman, Associate Dean.

JD/MSW Minimum Course Requirements:

Students must complete a minimum of 75 credit hours at GSSW. In addition, the equivalent of 15 quarter credit hours (10 semester hours) taken in the JD program will apply towards the MSW to complete the minimum 90 credit hour MSW requirement.

The following required concentration year course is waived for JD/MSW duals:

Advanced Policy—SOWK 4600, SOWK 4610, SOWK 4630, SOWK 4640, SOWK 4650, or SOWK 4670

One Track Elective

If one degree is completed prior to the completion of requirements for the other degree, the student must have earned all but 15 hours of the second degree before the first degree can be awarded. The remaining 15 hours must be completed within one year from the awarding of the first degree.

For JD course requirements, please contact the College of Law—<http://www.law.du.edu> or 303.871.6135.

MA International Studies/MSW Minimum Course Requirements:

The overall minimum credit requirement is 135 credit hours. Of these 135 hours, students must complete a minimum of 75 quarter hours at GSSW. The following required concentration year classes are waived for GSIS duals:

Advanced Policy—SOWK 4600, SOWK 4610, SOWK 4630, SOWK 4640, SOWK 4650, or SOWK 4670

One Track Elective

All other requirements for the MSW Program and the chosen track must be met upon consultation with the student's advisor.

15 credit hours of GSIS courses will apply toward the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

Students must take a minimum of 45 credit hours at GSIS for the MA. The remaining 15 credit hours can be taken in either program. Some of these elective hours may also be taken at another graduate program at DU as approved by the student's advisor. Both degrees must be awarded at the same time. For more specific GSIS course requirements, please contact GSIS directly—<http://www.du.edu/gsis> or 303.871.2534.

Cooperative Degree Programs with Iliff School of Theology:

MSW/MTS—

The overall minimum degree requirement for the cooperative degree is 143 credit hours. Of these hours, students must take a minimum of 75 credit hours at GSSW. The following required concentration year courses are waived for students in the cooperative degree program:

Advanced Policy—SOWK 4600, SOWK 4610, SOWK 4630, SOWK 4640, SOWK 4650, or SOWK 4670

Track Elective

All other requirements for the MSW Program and the chosen track must be met upon consultation with the student's advisor.

15 credit hours of courses taken at Iliff will apply towards the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

Cooperative degrees need not to be granted simultaneously. Students are expected to work closely with advisors at both schools to ensure completion of all degree requirements. *Students must provide an official transcript of courses completed at Iliff School of Theology with their application for graduation from the MSW program.*

MA/MASM—

The overall minimum requirement for the cooperative degree is 143 credit hours. Of those hours, students must take a minimum of 75 credit hours at GSSW. The following required concentration year courses are waived for students in the cooperative program:

Advanced Policy—SOWK 4600, SOWK 4610, SOWK 4630, SOWK 4640, SOWK 4650, or SOWK 4670

One Track Elective

All other requirements for the MSW Program and the chosen track must be met upon consultation with the student's advisor.

15 credit hours of courses taken at Iliff will apply towards the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

MSW/MDIV—

The overall minimum requirement for the cooperative degree is 175 credit hours. Of those hours, students must take a minimum of 75 credit hours at GSSW. The following required concentration year courses are waived for students in the cooperative program:

Advanced Policy—SOWK 4600, SOWK 4610, SOWK 4630, SOWK 4640, SOWK 4650, or SOWK 4670

One Track Elective

All other requirements for the MSW Program and the chosen track must be met upon consultation with the student's advisor.

15 credit hours of courses taken at Iliff will apply towards the MSW degree to complete the minimum 90 credit hour requirement for the MSW program.

Students usually opt for having their field experiences from GSSW transferred into the Iliff degree in lieu of the M.Div. Advanced Field Education requirement.

Cooperative degrees need not to be granted simultaneously. Students are expected to work closely with advisors at both schools to ensure completion of all degree requirements. *Students must provide an official transcript of courses completed at Iliff School of Theology with their application for graduation from the MSW program.* For specific Iliff School of Theology requirements, please contact Iliff directly—<http://www.iliff.edu> or 303.744.1287.

For information about the dual degree program with Human Communications or flexible dual degrees, please contact Dr. Kathleen Ohman, Associate Dean at 303.871.2923 or kohman@du.edu.

ACADEMIC CERTIFICATES

Five academic certificate programs are offered to MSW students in the Concentration Year at GSSW. These certificates allow students in *any* concentration or practice track to pursue in-depth knowledge in a particular social work specialty. *Students may pursue no more than one academic certificate as part of their MSW program.*

- **The Social Work with Latinos/as Certificate**
- **The Trauma Response and Recovery Certificate**
- **The Animal-Assisted Social Work Certificate**
- **The Jewish Communal Service Certificate**
- **The Certificate in Couples and Family Therapy** (offered through a cooperative program with the Denver Family Institute)

Overall Requirements for Admission to Certificate Programs

Students who wish to be considered for admission to any one of the five academic certificate programs must:

- Successfully complete the Foundation Year at GSSW or be admitted to the MSW program as an advanced standing student.
- Submit a Certificate Program Application to the GSSW admission office.
- Be interviewed by the coordinator of the certificate program(s) in which they are interested.
- Be willing and able to attend all classes required for the certificate at the time these classes are offered.
- Be willing and able to meet all academic requirements for their concentration and practice track, as well as for the certificate program.
- Pay any additional tuition or fees, as required.
- Meet any additional eligibility requirements listed within the individual certificate descriptions on the following pages.

The Social Work with Latinos/as Certificate

The Social Work with Latinos/as Certificate program has been designed to address the critical need for bilingual and culturally sensitive social workers who can effectively serve individuals and families of Mexican and Latin American origin. The program includes an intensive Spanish language summer immersion course (taught collaboratively with the Department of Languages and Literatures), a course taught in Mexico on global relations and poverty, and a field placement offering the opportunity to work with Latino/a clients and use Spanish at least 30-50% of the time.

Students who complete the Social Work with Latinos/as Certificate program will have an understanding of Latino/a difference from a cognitive perspective (through course work) and practical experience (through field work), and they will be linguistically equipped to intervene in the Spanish language.

Admission Requirements

Students who wish to be considered for admission to the Social Work with Latinos/as Certificate program must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, the Social Work with Latinos/as Certificate program requires:

- The ability and willingness to complete the intensive Spanish language immersion course (SOWK 4750 – Spanish for Social Workers) *during the summer preceding the concentration year. Advanced standing students must complete this course during the summer, thereby delaying their enrollment at GSSW until the fall quarter.*
- A minimum score of “Intermediate” on the nationally standardized Spanish language placement test, given by a university Spanish department; this test is also offered at GSSW.

Field Internship Requirements

Students enrolled in this certificate program are required to complete fifteen (15) hours of concentration-year field internship (five in each of three quarters) in a program or agency offering the opportunity to work with Latino/a clients and use Spanish at least 30-50% of the time. The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.

Course Requirements

Within their course of study, Social Work with Latinos/as Certificate program students must include the following courses:

	<u>Credit Hours</u>
SOWK 4750 – Spanish for Social Workers	12
SOWK 4751 – Global Relations and Poverty in Mexico	3
SOWK 4132 – Multicultural Social Work Practice*	3
SOWK 4753 – Social Development in Latin America	3
SOWK 4749 – Social Work Interventions with Latinos/as	3
SOWK 4960 or SOWK 4961 – Concentration Field Practicum	<u>15</u>
Total	39

*Note: Two-year MSW students will complete SOWK 4132 (Multicultural Social Work Practice) during their foundation year. Advanced standing students will take this course during their concentration year.

For more information about the Social Work with Latinos/as Certificate program, contact Associate Professor Deb Ortega, program coordinator 303.871.3359 or dortega4@du.edu

The Trauma Response and Recovery Certificate

The **Trauma Response and Recovery Certificate** program prepares students to understand and address the needs of individuals, families, groups and communities impacted by trauma of all kinds. Participants will acquire intervention skills that are unique to response and recovery from physical, psychological, social, historical and vicarious or secondary trauma. In keeping with GSSW’s commitment to the overlapping nature of the strengths perspective, multicultural frameworks for understanding and practice, empowerment models and awareness of multilevel systems, the program addresses personal, interpersonal and social-political-community levels, as well as the interactions among them.

The program adds two specialized courses to the regular MSW curriculum, along with a field internship in a trauma-related setting.

Admission Requirements

Students who wish to be considered for admission to the Trauma Response and Recovery Certificate program must meet all of the general requirements for admission to certificate programs listed in the introductory section.

Field Internship Requirements

Students enrolled in this certificate program are required to complete fifteen (15) hours of concentration-year field internship (five in each of three quarters) in a program or agency where 50% of their time (e.g., 10 hours per week in a 20-hour-per-week placement) is devoted to trauma-related practice and content.

The internship must fulfill the requirements of the concentration practice track as well as those of the certificate.

Course Requirements

Within their course of study, Trauma Certificate program students must include the following courses:

	<u>Credit Hours</u>
SOWK 4754 – Trauma and Recovery in Social Work Practice	3
SOWK 4755 – Social Work Interventions for Responses to Trauma	3
SOWK 4960 <i>or</i> SOWK 4961 – Concentration Field Practicum	<u>15</u>
Total	21

For more information about the Trauma Response and Recovery Certificate program, contact Assistant Professor Marian Bussey (303.871.3042 or mbussey@du.edu), program coordinator

Animal-Assisted Social Work Certificate

The **Animal-Assisted Social Work (AASW) Certificate** program allows GSSW students to experience a new and exciting aspect of social work practice. Participants explore the therapeutic use of animals in multiple social work settings and a variety of practice applications. Students will learn to develop, implement and evaluate AASW programs, to select animals appropriate for particular therapies and to properly care for the animals in accordance with nationally recognized standards. The program offers students theoretical and application competencies in animal-assisted social work practice, utilizing nationally endorsed, empirically supported and best practice standards.

The AASW Certificate adds two specialized courses to the MSW curriculum. It also includes a field internship offering opportunities for AASW practice.

Admission Requirements

Students who wish to be considered for admission to the Animal-Assisted Social Work Certificate program must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, they must complete the introductory course (SOWK 4795) *prior to* taking the SOWK 4796, and they must attend a series of scheduled experiential AASW activities.

Field Internship Requirements

Students enrolled in this certificate program are required to complete fifteen (15) hours of concentration-year field internship (five in each of three quarters) in a program or agency that either offers animal-assisted social work or is interested in developing it. The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.

Course Requirements

Within their course of study, AASW Certificate program students must include the following courses:

	<u>Credit Hours</u>
SOWK 4795 – Integration of Animals into Therapeutic Settings	3
SOWK 4796 – Animal-Assisted Social Work Practice	3
SOWK 4960 <i>or</i> SOWK 4961 – Concentration Field Practicum	<u>15</u>
Total	21

For more information about the Animal-Assisted Social Work Certificate program, contact program coordinator Clinical Assistant Professor Philip Tedeschi, LCSW (303.886.4424 or ptedesch@du.edu) .

Certificate in Jewish Communal Service

To work effectively as a professional in the Jewish community today requires unique skills, as well as knowledge of, and sensitivity to, Jewish culture. While some professionals may have an informal understanding gained from personal experience, few receive graduate level training that focuses

comprehensively on the issues, areas of knowledge and competencies needed for Jewish communal work. Based upon the concept of *Tikkun Olam* (“repairing the world”), the Certificate in Jewish Communal Service (CJCS) will provide students with knowledge about the social, historical, political and religious dimensions of the Jewish community and will teach critical skills needed to work successfully in this field.

Offered in collaboration with the University of Denver Center for Judaic Studies, the CJCS adds two specialized courses and several leadership seminars to the MSW curriculum. It also includes a field internship offering opportunities for practice within Jewish communal organizations and/or congregations.

Admission Requirements

Students who wish to be considered for admission to the Certificate in Jewish Communal Service must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, they must complete the introductory course listed below in the Fall Quarter of the concentration year *prior to* taking the leadership and advocacy course in the Winter Quarter. In the Spring Quarter, they must attend a series of scheduled leadership seminars.

Field Internship Requirements

Students enrolled in this certificate program are required to complete fifteen (15) hours of concentration-year field internship (five in each of the three quarters) in a Jewish organization or congregation. The internship must fulfill the requirements of the concentration practice track, as well as those of the certificate.

Course Requirements

Within their course of study, CJCS students must include the following courses:

	<u>Credit Hours</u>
SOWK 4971* – Foundations of Jewish Communal Service	3
SOWK 4971* – Social Work Leadership and Advocacy in Diverse Jewish Communities	3
SOWK 4960 <i>or</i> SOWK 4961 – Concentration Field Practicum	<u>15</u>
Total	21

*GSSW courses offered for the first time are assigned course # SOWK 4971. Permanent course numbers will be assigned later.

Course Descriptions

Foundations of Jewish Communal Service

This course orients students to major historical themes and contemporary communities of American Jews, then explores the diverse and complex landscape of Jewish life in the United States. Using a case study approach, we will examine various kinds of organizations, their missions and their relationships to social work practice. We will explore the development, range and changing nature of Jewish agencies that have provided philanthropic, religious, educational and social services to American communities for the past 150 years.

Social Work Leadership and Advocacy in Diverse Jewish Communities

Leadership models are rapidly changing, along with the characteristics and demographic profiles of American Jewish communities. This course addresses the ways that professionals in

Jewish communal organizations can provide effective leadership and advocacy in the context of Jewish diversity and pluralism.

Additional **leadership seminars** will integrate course work, field internships, skill-building, leadership development and contemporary issues.

Financial Assistance

Scholarships and stipends may be available for students participating in the Certificate in Jewish Communal Service.

For more information about the Certificate in Jewish Communal Service, contact Lorie Bohm Klumb (303-871-7462 or lklumb@du.edu), program coordinator.

Certificate in Couples and Family Therapy

Concentration year students may begin work toward a **Certificate in Couples and Family Therapy** through a cooperative program with the Denver Family Institute. Students take ten quarter hours of course work at the institute, completing their first year of work toward the certificate while still at GSSW. (*Students must also register for these courses as part of their academic load at DU in order to receive credit*). After obtaining their MSW, they complete an additional year of course work, two years of post master's degree supervision requirements and 500 clinical contact hours. The program offers students:

- Advanced learning and direct clinical training and practice with families, couples and individuals
- State-of-the-art, hands-on training with master practitioners and family therapy trainers, enabling students to become skilled practitioners.
- The opportunity to develop a clinical specialty, thus facilitating future job searches
- Clinical supervision (live and video) for licensure and the opportunity for dual licensure in both social work and marriage and family therapy

Accredited by the American Association for Marriage and Family Therapy (AAMFT), the Denver Family Institute offers the Rocky Mountain region's most extensive training in marriage and family therapy. Most supervisors are both LCSW and AAMFT approved. Although the program entails a substantial time commitment, classes are held in the evening, and every effort is made to accommodate students' class and employment schedules. Supervision is arranged between students and DFI faculty at mutually convenient times.

Admission Requirements

Students who wish to be considered for admission to the Certificate in Couples and Family Therapy must meet all of the general requirements for admission to certificate programs listed in the introductory section. In addition, they must apply directly to the Denver Family Institute. Applications are accepted in the spring for admission in fall quarter. Additional spaces in the program are reserved for advanced standing students.

Program Requirements and Cost

The Denver Family Institute charges tuition, payable at the beginning of each quarter. This fee is *in addition to GSSW tuition*, but it is *less than half* of what non-GSSW students are charged. Denver Family Institute tuition for the first year of the certificate program is \$1,185 (\$395 per quarter).

Students in the Families Track will take an overview course and two skills courses at the Denver Family Institute. These courses are taken *in place of* the overview and skills courses that GSSW requires within the Families Track (SOWK 4320, SOWK 4420 and SOWK 4505). At GSSW, students will take a required policy course (SOWK 4630), two research courses in sequence during winter and spring quarters

(SOWK 4900 and SOWK 4901, with research conducted in the student's field placement), three open electives selected in consultation with faculty advisors and at least one track elective from the list below:

SOWK 4305	Child Maltreatment: Causes and Developmental Consequences
SOWK 4315	Building Resilience: Healthy Development in Childhood and Adolescence
SOWK 4345	Perspectives on Adulthood and Late Life
SOWK 4700	Brief Practice Modalities
SOWK 4721	Existential Social Work

Concentration year students in other tracks also may participate in the certificate program, completing all required courses for their track and taking Denver Family Institute courses as ten hours of their electives.

After MSW graduation, students may begin supervision in the summer or fall. Full-time students receive 80 hours of group supervision, 50 hours of individual supervision and one evening of course work per week, for a fee of \$1,450 per quarter for one year. Students are required to have 500 clinical client contact hours, 250 of which must be in one of the Denver Family Institute clinical sites. After course work is completed, the fee for continued supervision is \$650 per quarter or \$65 per supervision hour.

For more information, contact Associate Professor Lynn Parker, program coordinator (303.871.3676 or lparker@du.edu). Applications are available from the Denver Family Institute (303.756.3340).

Procedure for dropping a certificate program once admitted:

Students admitted to a certificate program who decide, for any reason, not to complete the requirements of a certificate program must notify the GSSW Registrar in writing.

ACADEMIC REQUIREMENTS AND COURSE SCHEDULING OPTIONS

Two-Year Program

The requirements that two-year students must meet are presented below. Ninety credit hours are required for graduation.

Foundation Year (45 credit hours)

All courses in the foundation year are required. The requirements are therefore presented in the form of a sample course schedule for the year for a full-time student. Part-time study is an option.

Fall Quarter (17 credit hours)

- SOWK 4001: Social Work Skills Across Client Systems: Lab (3 hours)
- SOWK 4020: Social Work Practice (3 credit hours)
- SOWK 4118: History of Social Welfare and Social Work (3 credit hours)
- SOWK 4132: Multicultural Social Work Practice (3 credit hours)
- SOWK 4150: Foundation Seminar (1 credit hour)
- SOWK 4950: Foundation Field Practicum (4 credit hours)

Winter Quarter (14 credit hours)

- SOWK 4002: Clinical Theories and Practice I (3 hours)
- SOWK 4007: Community Theories and Practice I (3 credit hours)
- SOWK 4120: Social Welfare Policy (3 credit hours)
- SOWK 4150: Foundation Seminar (1 credit hour)
- SOWK 4950: Foundation Field Practicum (4 credit hours)

Spring Quarter (14 credit hours)

- SOWK 4003: Clinical Theories and Practice II (3 hours)
- SOWK 4008: Community Theories and Practice II (3 credit hours)
- SOWK 4201: Research Methods and Design (3 credit hours)
- SOWK 4150: Foundation Seminar (1 credit hour)
- SOWK 4950: Foundation Field Practicum (4 credit hours)

Concentration Year (45 credit hours)

During the concentration year, students must complete the requirements presented below. Students work carefully with their academic advisors and the field team in selecting a concentration year field practicum and concentration track to assure an experience that meets students' professional goals and educational needs, as well as graduation requirements. Planning begins in the late winter or early spring quarter of the foundation year.

In the event that a student wants to change concentration after s/he has begun concentration course work or field practicum, additional courses and hours of field practicum will be required. A change in concentration must be discussed with and approved by the student's advisor and the Field Education Director. The student must notify the GSSW Registrar of a change in concentration.

Track Format

Two-year students must take a total of 36 credit hours from required classes and field practicum. The student has 9 credits in which she/he could choose to take electives. These electives can be chosen from (1) their selected track, (2) a different track, (3) a list of electives, or (4) extra field hours (with the approval of the Director of Field). Students need to be aware that if they change tracks, all requirements in the new track must be met.

Concentration Year	Number of Classes	Total Credit Hours
➤ Required Courses in Selected Track*	7	21
➤ 3 Electives (may choose from track, other track, electives)*	3	9
➤ Field Practicum *	--	15
Number of Classes Total *= 	10	45

*Please see additional course requirements for advanced standing students on page 33.

Families Track

The Families Track provides students with knowledge and skills to work from a family systems perspective with a wide variety of clients. “Families” are defined broadly to include biological lineages, affiliational families, and communities. Social workers using this perspective may intervene with individuals, couples, several members of a family, peer groups, work associates, school classrooms, and organizations. Clients are viewed as being part of a larger context, situated in multiple social locations (e.g., race, ethnicity, class, sexual orientation, gender identity, age, ability, and citizenship status). This context is where assessment and intervention is directed. The track prepares students interested in a broad based academic experience to work in a variety of settings with adults, adolescents and children (e.g., mental health and family services agencies, schools, treatments centers, and community agencies). Social workers using this perspective focus on strengthening and empowering families and other systems. The Families Track includes an overview course, a minimum of two skills courses designed to provide assessment, intervention and clinical skills to students working with families, a policy course, one “track elective,” and three open elective courses. Two practice evaluation courses also are required. The Track has field placements with agencies or programs offering a broad array of services to families.

Overview Course (required)

SOWK 4320 - Theories and Practice of Family Systems Therapy

Skills Courses (required)

*SOWK 4420 - Strategies & Techniques of Family Therapy
&
SOWK 4505 – Social Work Practice with Couples*

Policy Course

SOWK 4630 - Family Policies & Services

Track Electives

(at least one elective from this list is required)

*SOWK 4700 - Brief Practice Modalities
SOWK 4305-Child Maltreatment: Causes and Developmental Consequences
SOWK 4500 - Mental Health Interventions with Children
SOWK 4721 - Existential Social Work
SOWK 4315 –Building Resilience: Healthy Development in Childhood & Adolescence
SOWK 4345-Perspectives on Adulthood and Late Life
SOWK 4730-Cognitive Approaches to Social Work Practice*

Open Electives

Three courses selected in consultation with faculty advisors

Research Courses

Two research courses will be taken in sequence during the student’s Winter and Spring Quarters. The research will be conducted in the student’s field placement.

Child Welfare Track

The Child Welfare Track prepares professional social workers for work with children and families served in public and private child welfare agencies. Most of these children and families have experienced child maltreatment. Many of these families are also experiencing poverty, domestic violence, mental illness, and substance abuse. Intervention is focused on promoting the safety, permanence, and well-being of children who have suffered or are at risk of child maltreatment; building individual and family strengths; and preventing and alleviating the consequences of child maltreatment. Several theoretical orientations support child welfare interventions, including crisis and attachment theory, family systems theory, cognitive/social learning theory and safety-focused containment theory.

Child welfare social workers work in a variety of public and private agencies and in an array of arenas of service delivery, including investigation of reports of child maltreatment, assessment of risk and safety, family support, family preservation, foster care, kinship care, independent living, adoption, and guardianship.

The Child Welfare Track includes an overview course focused on the causes and developmental consequences of child maltreatment and two required courses designed to help students develop the knowledge and skills needed to provide services to children and families at intake, in their own homes, and when children are in foster care, adoption, and guardianship. Additionally, all students will take a policy course, one "track elective," three additional electives, and two practice evaluation research courses. Most field placements take place in a county department of human services or in a private agency working in partnership with county departments.

Overview Course (required)

SOWK 4305 – Child Maltreatment: Causes & Developmental Consequences

Skills Courses (required)

*SOWK 4415 – Intake & Family Based Services: Assessment & Intervention
&
SOWK 4416 – Foster Care & Adoption: Assessment & Intervention*

Policy Course

SOWK 4600 - Child Welfare Policies & Services

Track Electives

(at least one elective from this list is required)

SOWK 4320 – Theories and Practice of Families Systems Therapy

SOWK 4700 - Brief Practice Modalities

*SOWK 4705 - Forensic Orientation in Social Work Practice:
Assessment and Interventions with High-Risk Offenders*

SOWK 4710 - Domestic Violence Interventions

SOWK 4712 – Law of Family and Child

SOWK 4730 – Cognitive Approaches to Social Work Practice

SOWK 4430 -Drug Dependency Interventions

SOWK 4315- Building Resilience: Healthy Development in Childhood & Adolescence

Open Electives

Three courses selected in consultation with faculty advisors

Research Courses

Two research courses will be taken in sequence during the student's Winter and Spring Quarters. The research will be conducted in the student's field placement.

High-Risk Youth Track

Adolescence is a time of significant emotional, social, physical, and psychological change. Most adolescents move successfully through their teenage years and go on to be well-adjusted adults. However, for some young people, adolescence is a period of life characterized by high-risk and antisocial behaviors such as drug abuse, school failure, delinquency, and violence. Courses and field placements in the High-Risk Youth track seek to convey knowledge about the causes of adolescent problem behaviors and to teach intervention skills and strategies necessary to prevent and treat such problems. Policies aimed at preventing or controlling problems during adolescence are also examined. The track utilizes a risk and protective factor framework to provide an overall framework for understanding, preventing, and treating problem behaviors. Special attention is given to racial, ethnic, and gender differences in the initiation and persistence of adolescent problems. Content in the High-Risk Youth Track addresses the needs and concerns of youth between 11 and 20 years of age.

The High-Risk Youth Track includes one overview course, a minimum of two skills courses designed to provide intervention and clinical skills to students, one policy course, one “track elective,” and three open elective courses. Two practice evaluation courses also are required.

Overview Course (required)

SOWK 4315 – Building Resilience: Healthy Development in Childhood & Adolescence

Skills Courses (required)

SOWK 4410 - Prevention and Treatment of Adolescent Substance Abuse

&

SOWK 4720 - Prevention and Treatment of Juvenile Delinquency & Youth Violence

Policy Course (required)

SOWK 4610 - Policies and Programs for High-Risk Youth

Track Electives

(at least one elective from this list is required)

SOWK 4715 - School Based Prevention and Early Intervention Strategies for High-Risk Youth

SOWK 4712 - Law of Family and Child

SOWK 4730- Cognitive Approaches to Social Work Practice

SOWK 4700 – Brief Practice Modalities

SOWK 4320 – Theories and Practice of Families Systems Therapy

SOWK 4500 – Mental Health Interventions with Children

Open Electives

Three courses selected in consultation with faculty advisors

Research Courses

Two research courses will be taken in sequence during the student’s Winter and Spring Quarters. The research will be conducted in the student’s field placement.

Adulthood/Late Life Challenges Track

The Adult/Late Life Challenges track focuses on normative developmental processes and challenging problems that are encountered frequently during the adult years, such as problems with mental health, drug dependence, health, and aging. The track provides advanced theory and research on adult development; a choice of policy courses—either mental health/substance abuse or health/aging; a choice of the first required skills course—either assessment on mental health/drug use or assessment and intervention in aging; and a second required skills course taken by all track students on group work methods. Elective track courses include mental health interventions from several theoretical perspectives--brief modalities, cognitive, existential, interpersonal/psychodynamic, and strengths/empowerment approaches in community mental health; and intervention courses in drug dependency, health care settings, and chronic and terminal illness. Two practice evaluation courses also are required. Field education placements are offered in adult mental health settings, drug prevention and intervention programs; health and medical settings, and programs and services for seniors.

Overview Course (Required)

SOWK 4345: *Perspectives on Adulthood and Late Life*

Skills Courses (Required):

SOWK 4330 - *Assessment of Mental Health and Drug Use in Adults*
&
SOWK 4775 - *Social Work with Groups*

Policy Course (Required, choose one from the following two options):

SOWK 4640 - *Mental Health and Drug Dependency Policies & System*
or
SOWK 4650 – *Social Policies and Social Services in Health and Aging*

Track Electives (at least one elective from this list is required)

SOWK 4430: *Drug Dependency Interventions*
SOWK 4445 - *Assessment and Interventions in Aging*
SOWK 4700: *Brief Practice Modalities*
SOWK 4723: *Interventions Strategies in Health Care*
SOWK 4735: *Psychotherapeutic Interventions with Adults*
SOWK 4741: *Social Work with the Chronically/Terminally Ill*
SOWK 4721: *Existential Social Work*
SOWK 4515: *Community Mental Health Interventions*
SOWK 4730: *Cognitive Approaches to Social Work Practice*

Open Electives: *Three courses selected in consultation with faculty advisors*

Research Courses: *Two research courses will be taken in sequence during the student's Winter and Spring Quarters. The research will be conducted in the student's field placement.*

Leadership for Community and Organizational Practice Track

Community social work practice seeks to meet people's needs through social change at the community, organizational, societal, and global levels. Macro practitioners work with people adversely affected by social and economic systems with the aim of solving community problems and creating community well-being. The principal skill of macro practice is leadership; each practitioner must find his/her own most effective leadership style and be able to apply it with multiple constituencies. Community practice includes community social work (planning, community development, community organizing), organizational social work (administration, program development, organizational development), societal social work (social policy development and advocacy), and international social development (policy and practice research in an international setting).

The Leadership for Community and Organizational Practice Track includes an overview course and a minimum of two required skills courses designed to provide students with state-of-the-art knowledge about leadership for advanced practice in communities and organizations with a theoretical orientation on transformational leadership theory and skills. Additionally, all students will take a policy course, one "track elective," and three open elective courses. Two evaluation courses also are required. Most field placements take place in non-profit and public organizations where students are encouraged to take leadership roles.

Overview Course (required)

SOWK 4340 - Theories of Leadership for Social Work Practice

Skills Courses (required)

SOWK 4435 - Empowerment Practice with Diverse Communities

&

SOWK 4525 - Human Service Program Development and Administrative Practice

Policy Course

SOWK 4670 Policy Analysis & Development

Track Electives (one elective is required)

SOWK 4760 - Financial Management and Fundraising

SOWK 4765 - International Social Development

SOWK 4761 - Strategic Planning for Human Services

SOWK 4660 – Social Policy Advocacy

SOWK 4770 – Social Work Supervision

Open Electives

Three courses selected in consultation with faculty advisors

Research Courses

Two research courses will be taken in sequence during the student's Winter and Spring Quarters. The research will be conducted in the student's field placement.

Elective Courses

The following additional elective are offered:

- SOWK 4725 - Mind-Body Connections and Social Work Practice*
- SOWK 4780 - Conflict Resolution Strategies for Social Work Practice*
- SOWK 4790 - Human Sexuality*
- SOWK 4971- Experimental Course (titles vary)*

Admission with Advanced Standing

60 credit hours are required for advanced standing students for graduation. Advanced standing students must begin study in the summer.

Advanced standing students must complete all requirements for the concentration year outlined above. In addition, they must complete the following two courses and three additional electives of their choosing:

- SOWK 4299: Advanced Standing Seminar (3 credit hours)
- SOWK 4132: Multicultural Social Work Practice (3 credit hours)

Although SOWK 4201: Research Methods and Design is not required for advanced standing students, it is highly recommended that advanced standing students consider taking SOWK 4201 in the summer session. GSSW also offers a blackboard course on basic research methods, available to GSSW students year-round.

Part-Time Study

A part-time student is any student who takes longer, by design, than two years to complete the two-year program or one year to complete the advanced standing program. All students, both two-year and advanced standing, have the option of part-time study. *Students, however, must complete all degree requirements within four years of the time that they first enroll.* In order that part-time students take all courses in sequence, they must meet with their advisor at the time of registration, and during each following quarter, to develop and review their educational plan. Arrangements for foundation and concentration field placements are made in consultation with the field instruction team.

Students may change from full-time to part-time study. Students may also change from part-time to full-time study. Such students must inform their current advisor, the Registrar, the Financial Aid Coordinator, and the Director of Student Services (who may reassign the student to a more appropriate advisor for their course of study).

The following requirements apply to part-time study:

- All requirements must be completed within four years of beginning study
- Part-time students must register for a minimum of two courses in any given quarter in which they are enrolled, excluding summer sessions, observing all pre-requisites and co-requisites
- The courses, Social Work Skills Across Client Systems: Lab (SOWK 4001), Social Work Practice (SOWK 4020), must be taken concurrent with or prior to the foundation field practicum
- History of Social Welfare and Social Work (SOWK 4118) is a prerequisite for Social Welfare Policy (SOWK 4120)

- The prerequisite for SOWK 4960 (Concentration Field Practicum: Clinical Practice) and SOWK 4961 (Concentration Field Practicum: Community Practice) is completion of foundation year course work and field practicum

Many educationally sound part-time scheduling plans are possible. Specific plans are worked out with the student's academic advisor. Presented below is one part-time course plan that meets all requirements for graduation with 90 credit hours in four years and observes all pre-requisites and co-requisites. Please refer to the two-year plan for course titles.

Year 1	Fall SOWK 4001 (3) SOWK 4020 (3) SOWK 4118 (3)	Winter SOWK 4002 (3) SOWK 4007 (3) SOWK 4120 (3)	Spring SOWK 4003 (3) SOWK 4008 (3) possible elective (3)
Year 2	SOWK 4950 (4) SOWK 4150 (1) SOWK 4132 (3)	SOWK 4950 (4) SOWK 4150 (1) possible elective (3)	SOWK 4950 (4) SOWK 4150 (1) SOWK 4201 (3)
Year 3*	advanced policy (3) elective (3) elective (3)	elective (3) elective (3) elective (3)	elective (3) elective (3)
Year 4*	concentration field (5)	concentration field (5) SOWK 4900 (3)	concentration field (5) SOWK 4901 (3)

**Students will work closely with their assigned advisor to ensure that track requirements are fulfilled when courses are offered.*

Part-time study may be the best option for a student in light of current employment and personal obligations. It is a way to balance work, family and friends, and education. *Students should remember, however, that part-time study is, in the end, more expensive than full-time study since credits are earned in full or in part at the hourly tuition rate.* In addition, part-time study affects eligibility for certain forms of financial aid and the total amount of financial aid awarded. Students who are considering part-time study should consult not only with their advisor concerning academic planning, but also with the Admission Office concerning financial aid.

Weekend Scheduling Option

Some courses are offered on late Thursday and Friday afternoons, Friday evening, and Saturday to accommodate students who are employed during regular business hours or for whom, because of personal reasons, it is difficult to attend classes during the week. It is possible to complete most, ***but not all***, degree requirements by attending classes only on late Thursday and Friday afternoons, Friday evenings and Saturdays. It is especially important for students choosing the weekend option to meet with their advisor regularly, and plan ahead, as **it is not possible to meet all degree requirements only on the weekend.**

In the concentration year, most of the courses in the Families Track and the Child Welfare Track are offered for weekend option students. Because of limitations in scheduling, weekend students are advised to choose either the Families Track or the Child Welfare Track. Weekend students only may take *either* SOWK 4630 (Family Policies and Services) *or* SOWK 4600 (Child Welfare Policies and Services) to fulfill the policy requirement for either track.

Because of the limited number of weekend courses that can be scheduled, students should plan to take several electives during the week at some point in the program. Doing so allows for completion of all required hours and for taking electives that fit with the student's educational plan. Advanced standing students should remember that the Advanced Standing Seminar is **not** offered during the weekend.

Additionally, students choosing the weekend option should be aware that *weekend classes are very limited during the summer session.*

Any student who is primarily a weekend student may take a weekday course at any time. All students are eligible to take weekend courses whenever they choose, and may be required to do so depending on availability and enrollment of offered courses. Students are encouraged to register on time for the best course selection.

Educational Planning Forms and Procedures

Students plan their course schedules in close consultation with a faculty advisor. The first quarter of study is planned prior to new student orientation, held in September for two-year and in July for advanced standing students. Later in the first term, and in each following term in which the student is enrolled, the student will meet with an advisor to review the student's educational plan and confirm course selection for the next quarter.

To enhance planning, the student must complete a planning form in preparation for beginning their concentration curriculum. Additionally, part-time students will be required to complete updated planning forms each quarter they are enrolled prior to registration for the upcoming quarter. Relevant procedures are outlined below. The forms are used by students, advisors, and the School for planning and as records of intended study. By completing and carefully reviewing the forms, it is possible for students and advisors to assure that graduation requirements are met. In addition, the forms are used by GSSW administration to make decisions concerning course offerings.

Students admitted to the two-year program must complete the *Concentration Planning Form* during the quarter before they begin their concentration study, normally during the spring quarter of the foundation year. In addition to serving as an advising and enrollment management tool, the Concentration Planning Form also serves as the student's formal declaration of track. The student's advisor keeps the white copy, the yellow copy is given to the GSSW Registrar, and the student keeps the pink copy.

Students admitted with advanced standing must complete the *Concentration Planning Form* before they first register for their second quarter of classes. Copies are distributed as stated above.

When students modify their plan in any way, they are responsible for conferring with their advisor and updating the plan in writing accordingly.

Any changes to the proposed plan should be discussed with and approved by the advisor.

ACADEMIC CREDITS

Credits Required for Graduation

The MSW program is a two-year course of study requiring a minimum of 90 credit hours for graduation. A student with a baccalaureate degree in social work from an undergraduate school accredited by, or in candidacy with, the Council on Social Work Education (CSWE) may be admitted for entry with advanced standing. Thirty of the 90 credit hours for graduation are accepted as a block transfer for such students. Degree requirements must be completed within four years from the time of enrollment. Students must register for a minimum of two courses in any quarter, excluding summer session, in which they are enrolled. ***It is the student's responsibility to ensure that degree requirements are met prior to applying for graduation.***

Student Class Load

Full-time graduate students usually take from 12 to 18 credit hours each quarter, which corresponds with the University's flat rate tuition. A student load in excess of 18 credit hours will incur additional tuition, is subject to the student's satisfactory work during the previous quarters, and requires the approval of the student's advisor and the Associate Dean. Students may not enroll for more than 20 hours per quarter. Students taking fewer than 12 hours per quarter will be charged at the current hourly tuition rate. Each credit hour taken in excess of 18 hours will also be charged at the current hourly tuition rate.

Transfer of Credit for Courses Taken Prior to Enrollment in GSSW

A student may transfer graduate credit earned from another accredited institution of higher education prior to enrollment in GSSW to meet MSW degree requirements at DU.

A student should request transfer of credit at the time of admission since decisions concerning transfer of credit will affect academic planning from the time of enrollment. The following policies and procedures apply to transfer of credit earned prior to enrollment in GSSW.

1. Transfer of credit toward the MSW degree at the University of Denver is limited to:
 - A maximum of 45-quarter credit hours or their equivalent for courses, including field instruction, taken at another graduate school of social work accredited by CSWE, or
 - A maximum of 10-quarter credit hours or their equivalent for graduate credits earned in another field that may be applicable toward either required or elective courses in GSSW's program
2. Any credit to be transferred must meet the following requirements:
 - It must have been earned as graduate credit at a regionally accredited college or university and be accepted as having direct relevance to the social work degree
 - It must have been earned within a 5-year period preceding enrollment at GSSW
 - It must carry a minimum grade of "B-" (2.7) *providing the average of all graduate transfer credit from the college or university at which the B- was received is "B" (3.0) or better.* The University of Denver will not accept for transfer credit any class with a grade of "Pass" or any grade that only signifies completion of a course. The only exception is for field practicum that was awarded a grade of "Pass" at an accredited school of social work
 - It must not have been applied toward a degree earned at either another university or the University of Denver

3. The request for transfer of credit must be made in writing to the MSW Program Director, either as part of the application for admission or, if after enrollment, using a form obtained from the GSSW Registrar. Requests for transfer must be made no later than the student's first quarter. In either case, the request must be accompanied by the following documentation:

- An official transcript showing that the requirements set forth in point #2 have been met, and
- A copy of the course syllabus

No request will be approved without the required documentation.

4. The MSW Program Director will review all requests, including the required documentation, and determine whether to accept transfer of credit and whether such credit is to be applied toward the satisfaction of a required course or courses or is to be considered as elective credit. In doing so, the Director may consult with faculty and admission staff. Two decisions will be made. The first is the number of hours to be accepted for transfer; the second is which courses offered by GSSW will be waived, if any, based on courses already completed.

5. Upon approval by the MSW Program Director, a *Transfer of Credit Form* will be submitted to the University Registrar along with the official transcript to be included in the student's record. The GSSW Registrar will provide a copy of the transfer to the student and the student's advisor. A separate form will be prepared to document courses to be waived based on the credit transferred and, again, a copy will be provided to the student and the student's advisor.

6. Grades accepted for transfer of credit for courses taken other than at the University of Denver are not included in the computation of the grade point average (GPA) at the University of Denver.

7. Any student who transfers credit must earn a minimum of 45 credit hours at GSSW in order to earn the MSW degree from the University of Denver.

8. Students who request transfer of credit will be required to adhere to the degree requirements in effect at the time of their first enrollment. Due to differences in the way schools of social work organize and sequence required courses, transfer students may be required to take courses in the foundation curriculum and/or may be given credit for courses in the concentration curriculum. In addition, the number of transferred credit hours, when combined with the credit hours earned for required courses within the School, may result in a total exceeding the minimum required for the master's degree at the University of Denver.

Credit for Courses Taken Outside GSSW After Enrollment

With the exception of dual and cooperative degree students, students may earn a maximum of 10-quarter credit hours or their equivalent in courses taken outside GSSW. The 10 quarter hours include (a) courses taken through the Denver Family Institute; (b) any graduate courses taken at another school of social work, (c) graduate courses taken in other departments at the University of Denver, and (d) graduate courses taken at another university.

In order to receive credit for courses taken outside the School of Social Work after enrollment other than as part of a dual or cooperative degree:

1. A student must initiate in writing, using a form obtained from the GSSW Registrar, a request for approval of outside courses, **prior to actually enrolling in the course**. The request must be approved first by the student's advisor and then by the MSW Program Director. Once approved, the GSSW Registrar will place documentation of the request and its approval in the student's file with copies to the student and the student's advisor.

2. The credits earned through outside courses (a) must be from a regionally accredited graduate level program; (b) not be “Pass” or any other grade simply signifying completion of course requirements; (c) carry a minimum grade of “B” (3.0); (d) not have been applied toward a degree earned at another university or the University of Denver; and (e) at the graduate level. If a course is taken at an institution other than the University of Denver, the student must provide the GSSW Registrar with an official transcript showing completion of the course and the grade earned.

Waivers/Substitutions of Courses

Request must be made in writing to and approved by the academic advisor and the MSW Director prior to registering for the course.

Independent Study

Independent study is offered by GSSW as a means of individualizing the learning interests or needs of the student. The following policies and procedures govern independent study:

1. The student must initiate a request for independent study by completing a form that is obtained from the GSSW Registrar. The request must be submitted to and approved by the sponsoring faculty member, the student’s advisor, and the MSW Program Director **prior to registration for the quarter in which it is to be undertaken**. *Independent studies may not be taken to replace a regularly offered university course.*
2. The guidelines for determining the amount of credit to be earned are roughly equivalent to the guidelines for determining amount of credit to be earned for regular classes, that is, approximately 30 hours of work for each credit hour divided between faculty and student contact time, reading, and learning activities.
3. No more than six independent study credit hours may be applied toward the degree.
4. Unless special circumstances exist, no outside learning experience or work done under the direction of anyone other than an appointed faculty member at GSSW will be approved as independent study.
5. Under special circumstances only, a student may be allowed to register for a GSSW course as a directed study, in the event that the course is not offered during the quarter in which it must be taken. Students pursuing a course as directed study must follow the syllabus for the catalog course to the extent that the individualized study format permits. For more information about directed studies, please contact the GSSW Registrar. Directed studies require the same approvals as independent study, and may be denied at the discretion of the MSW Program Director.

Academic Advising

Soon after the student enters the program, a faculty member will be assigned as academic advisor. Changes in concentration track or student/faculty status may necessitate a change of advisor. Students who are part-time or dual degree are assigned to advisors who have specific expertise in these areas. The Student Services Director makes advising assignments. Students who wish, for any reason, to have a change in advisor should contact the Director of Student Services.

The advisor is responsible for helping the student plan her/his course schedule in concert with program requirements, field practica, and the student’s professional experience and interests. In addition, the advisor may be formally or informally involved in resolving any serious concerns that may arise concerning the student’s performance in the classroom or the field.

Students can benefit greatly from becoming acquainted with their advisor and using their advisor’s knowledge, expertise, and experience; and students are encouraged to meet with their advisors throughout the academic year. Advisors are expected to keep regular weekly office hours and to post these hours on

their doors. Advisors are available extended hours during what is termed “academic advising week,” the two weeks prior to registration for classes for the next quarter. Students must meet with their advisor during advising week to review and revise, if necessary, their academic plan. Failure to do so may result in a hold being placed on the student’s registration.

ACADEMIC STANDING AND PERFORMANCE

Academic Classification of Students

Students are classified at the time of admission as either regular, conditional or provisional status.

Regular Status: A student unconditionally approved for graduate study enrollment holds regular status. Regular status is required for advancement to degree candidacy.

Conditional Status: A student holds conditional status for up to one quarter from the time of admission if any required documents are missing at the time of admission (e.g. final transcript with degree posted). All documents must be received prior to registration for the second quarter of enrollment or the student will be terminated from the MSW program.

Provisional Status: A student holds provisional status if he or she was admitted with a grade point average of less than 2.75 on a 4.0 scale.

A student who has been admitted with provisional status will have no more than one quarter to demonstrate his or her academic competence through earning a minimum GPA of 3.0 and, if registered for field practicum, earning a grade of "Pass." A student who has not met these criteria for academic competency at the end of the first quarter of study will be terminated from the program. The GSSW Registrar will notify the student in writing of termination and the right to appeal the termination. **The student may not register for or attend any courses while an appeal, if any, is pending.**

Students admitted with provisional status who receive one or more recorded grades of "I" (Incomplete) at the end of the first quarter of study will not be allowed to register for or attend additional classes until the work is completed and the instructor has changed the grade or grades. If the student is registered for field practicum in the first quarter in which he or she is enrolled in GSSW and receives a grade of "IP," the Field Education Director will review the reasons the grade was assigned. If the "IP" was assigned for any reason other than lack of hours, a formal student concern will be held as described in the *GSSW Field Manual*. Students who receive an "IP" will not be allowed to register for additional hours of field instruction until the "IP" has been cleared or unless the Director of Field Education gives permission in writing. Decisions concerning removal from provisional status will be made after each "I" has been changed to a letter grade and/or the "IP" has been changed to a "Pass" or "No Pass."

If a student has been allowed to remain on provisional status with an "IP" in field and her/his GPA falls below 3.0 during this time period, the student will be terminated from the program.

Students admitted with conditional and/or provisional status are informed of their entry status at the time of acceptance into the program. They must sign a contract stating they are aware of their status and the policy at the time of admission.

Academic Performance Requirements

For purposes of determining the grade point average, field grades will not be computed; however, a grade of "No Pass" in field will result in an automatic formal student concern or reservation.

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.0 at all times. If at the end of any quarter a student's cumulative GPA is less than a 3.0, the student will have one quarter to raise the cumulative GPA above 3.0. If the student's cumulative GPA is less than 3.0 for two consecutive quarters in which he or she is enrolled, the student will be terminated from the program.

The GSSW Registrar will notify students in writing at the end of any quarter in which their cumulative GPA falls below 3.0. The notification, with a copy to the student's advisor and the MSW Director, will state:

1. The cumulative GPA
2. The fact that, if the student's cumulative GPA is not above 3.0 at the end of the next quarter in which the student is enrolled, the student will be terminated from the program, and
3. That the student must contact his or her advisor to develop a plan designed to remedy the student's academic deficits

A student whose cumulative GPA is less than 3.0 for two consecutive terms in which he or she is enrolled will be notified in writing by the GSSW Registrar of termination from the program and the right to appeal the termination. The student may not register for, or attend any additional classes, while an appeal, if any, is pending. *Please note: If the GPA falls below 3.0 as a result of fulfillment of requirements for incomplete grades from prior terms which results in two or more terms on the transcript with a GPA below 3.0, the student may not receive a warning that he/she has been placed on probation and may instead be terminated immediately at the time the grades are posted.*

STANDARDS OF PROFESSIONAL AND ETHICAL BEHAVIOR

The goal of the School is to prepare students for the professional practice of social work. The faculty has the responsibility for determining whether students have demonstrated the required level of achievement - classroom performance, professional behavior, and ethical behavior - sufficient to interact positively with client systems. Faculty therefore also have the responsibility to identify students who are not meeting acceptable standards of professional and ethical conduct and seek, when possible, a way to remedy problems that are identified.

The *Code of Ethics* of the National Association of Social Workers is the reference point for determining professional and ethical conduct of GSSW students. Social work students are social workers and are to be held to the same standards of behavior as graduate professionals. Failure to adhere to the *Code* in the student role is grounds for termination from the program.

Just as faculty has the right to expect the highest standards of professional and ethical behavior in students, students have the right to expect the highest standards of professional and ethical behavior in the faculty, including appointed faculty, adjunct faculty, and field liaisons.

ASSESSMENT OF PROGRESS POLICY

Formal Faculty Concern or Reservation Academic and Field

Role of the Faculty

The University and the profession of social work delegate to the faculty the responsibility for determining whether students have demonstrated the required level of achievement – academic performance, professional behavior, and ethical behavior – sufficient to interact positively with client systems and practice at an advanced professional level. Faculty therefore has the responsibility to identify students who are not meeting acceptable standards of professional and ethical conduct and seek, when possible, a way to remedy problems that are identified. As directed in the Council on Social Work Education accreditation standards guidelines, social work educational programs must inform students of their criteria for evaluating their academic and professional performance as well as set forth their assessment processes in writing. This document satisfies these directives.

Criteria for Student Evaluation and Review

Academic standards are explicitly stated in this guide; fieldwork standards are explicitly stated in the *Field Manual*. In addition to the NASW Code of Ethics as a reference point, the following behaviors, if they affect the student's ability to make appropriate progress toward graduation, will be considered in determining when an evaluation/support process should be instituted with a student:

1. Inadequate interpersonal relationship skills necessary for social work practice, including the inability to form positive working relationships with clients, faculty, supervisors, and peers.
2. Inadequate written or verbal communication skills, which impede the ability to work effectively with faculty, peers, clients, and supervisors.
3. Inability to successfully secure a field internship within a reasonable period of time or following 3 or more post-interview rejections of a student by potential field agencies.
4. Impaired performance in the classroom or in field practice. Behaviors include, but are not limited to, being actively suicidal, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate working relationships in the social work context even though appropriate ADA accommodations may have been provided.
5. Active substance abuse.
6. Lying, cheating, or any form of plagiarizing in course work or fieldwork.
7. Excessive absences from class or field, which are considered predictive of poor professional performance.

8. Persistent inability to meet deadline dates on assignments and projects, suggesting an inability to be dependable and responsible in serving clients.
9. Non-disclosure of felony conviction, discipline by state licensing board, or malpractice judgments.
10. Abuse of clients.
11. Behavior or language that suggests the student might harm clients in any way.
12. Failure in a required academic course or “no pass” (NP) grade in the field placement.

The intent of this policy is to ensure a preventive and collaborative assessment process that identifies appropriate faculty concerns early and provides both support and guidance for the student’s successful completion of the GSSW program. Methods of problem identification may include discussions between a student, her/his advisor, faculty member(s), and the Director of Student Services. Brief, informal discussions to review students’ performances at designated times in faculty meetings will also occur. If academic, behavioral, or ethical problems are not resolved informally to the satisfaction of all concerned, a faculty member may initiate a review of a student’s performance in the classroom or in the field practicum at any time. The process and procedures for a student review follow.

Criteria for Student Progress

A student’s continuation from one quarter to the next quarter is contingent upon satisfactory progress in each quarter. Evaluation of student progress in classroom courses and in practicum is based on examinations and observations established by faculty members and practicum instructors to measure the knowledge, skills, values/ethics, and professional behaviors as listed in the *Criteria for Student Evaluation and Review* (see above) and Paragraphs 1, 2, and 3 below.

1. **Academic Performance.** Students are expected to:
 - a. maintain a 3.0 GPA and a “pass” (P) in field practicum.
 - b. demonstrate effective oral and written communication skill in English.

An “in progress” (IP) in field in one quarter must be cleared at the beginning of the next quarter in which the student is enrolled before s(he) may start accumulating new earned field hours. A grade of “no pass” (NP) in field, will automatically prompt a formal student concern or reservation. The Director of Field Education shall decide if a Concern or Reservation will be filed and the student’s field liaison will file the proper document.

2. **Professional Behavior.** Students are expected to:
 - a. obtain and analyze data, synthesize information, and reach sound assessment judgments.
 - b. plan and implement effective interventions.
 - c. relate effectively and professionally with clients and client systems, student colleagues, University faculty and staff, and agency staff.
 - d. demonstrate a commitment to and skill in self-care and self-evaluation of practice.
 - e. respond to evaluation, testing, feedback, and criticism with appropriate modification of behavior.
3. **Ethical Conduct.** Students are expected to:
 - a. demonstrate honesty and integrity in all aspects of their academic program as prescribed in the University of Denver Honor Code.
 - b. have an understanding of and professionally apply the National Association of Social Workers’ *Code of Ethics* in all interactions with clients, peers, staff, regular and adjunct faculty, practicum instructors, and all other members of the University community.

Assessment of Progress: Process and Procedure

For the purpose of this policy, “faculty” is defined as any GSSW appointed, clinical, or adjunct faculty member. In addition to all classroom instructors, the term “faculty” covers all who staff the field education program including Field Liaisons.

“Assessment of Progress” is a process intended to assure that each student maintains adequate progress in gaining the knowledge, skills, and professional behaviors required for graduation. Students are automatically moved forward to the next quarter and should consider themselves so unless they are informed otherwise.

When a faculty member believes a student has not made sufficient progress toward graduation under the criteria set forth above, the faculty member shall take one of two actions. He or she shall: (1) write a **Faculty Concern**, or (2) write a **Faculty Reservation**, depending on the seriousness of the problem.

Faculty Concerns

A Faculty Concern is a formal process whereby a faculty member notifies a student that he or she believes the student may not meet the School’s criteria for student progress. The purpose of a Concern is to prevent a student’s academic, behavioral, or ethical problem from becoming so serious it threatens the student’s graduation.

1. **Notification.** Whenever a faculty member has a concern regarding a student’s academic performance, professional behavior, or ethical conduct, he or she shall immediately notify the student, the student’s advisor, the GSSW Registrar, and the MSW Program Director in writing.
2. **Remediation Plan.** Within two weeks of notification, the faculty member who wrote the Concern will meet with the student, the student’s advisor, field team members (as appropriate), and other involved faculty to develop examine the concern and develop a plan to remediate the problem. The faculty member who initiated the concern will take responsibility for writing the plan during the meeting or will assign another person to do so. If the faculty members and student cannot agree on a plan, the faculty wishes will prevail. The plan shall:
 - a. be in writing.
 - b. specify the concern(s) of the faculty in as much detail as possible.
 - c. specify the actions to be undertaken by the student.
 - d. specify the required level of knowledge, skill, and/or ethical conduct to be achieved by the student.
 - e. specify the date by which the student must complete the plan. (The plan must allow for a reasonable period of time for remediation, but shall not allow more than one quarter beyond the quarter in which the Concern is expressed.)
 - f. be signed by the student and the faculty member who originated the Concern.

The faculty member will distribute copies of the signed plan to the GSSW Registrar, the student, the advisor, and the MSW Program Director.

3. **Final Determination of the Concern.** On or before the date specified in the plan for completion of the remediation, the faculty member shall decide whether or not the student remediated the cause of the Concern and shall report this decision in writing to the MSW Director. This report must contain explicit reasons for accepting or not accepting the student’s remediation efforts. The MSW Director shall respond in one of two ways:
 - a. If the faculty member decides the Concern is alleviated, the MSW Director shall provide the student, the student’s advisor, and the GSSW Registrar with a copy of the faculty member’s report.
 - b. If the faculty member decides the Concern is not alleviated, the Concern becomes an *Unresolved Concern* and immediately becomes the subject of a Faculty Reservation. The MSW Director shall so notify the student, the student’s advisor, and the GSSW Registrar in writing and provide them a copy of the faculty member’s report. The faculty member shall then prepare a Faculty Reservation with regard to the student.
4. **Progress with Probation.** At the end of the quarter, the MSW Director shall notify a student who has an unresolved Faculty Concern on file with the GSSW Registrar whether she or he may

progress to the next quarter on a probationary basis. *A student will not be graduated if she or he has an unresolved Faculty Concern on file.*

Faculty Reservation

A Faculty Reservation is a formal process whereby a faculty member notifies a student that she or he believes the student has not met the School's criteria for student progress and therefore should be dismissed from the School.

1. **Notification.** A Faculty Reservation concerning a student's performance can be written in two instances: (1) whenever a faculty member has knowledge of serious ethical misconduct on the part of a student (e.g. plagiarism, sexual misconduct with a client, misrepresenting the student role), or (2) whenever a faculty does not receive satisfactory resolution of his or her Faculty Concern about a student's academic performance, professional behavior, or ethical behavior. In either instance, the faculty member shall write a Faculty Reservation and send it to the student, the student's advisor, the MSW Director, and the GSSW Registrar. The notification shall:
 - a. be in writing.
 - b. specify in what ways the student has not achieved the *Criteria for Student Evaluation and Review* (listed above).
 - c. state the date and time of the Evaluation Review Committee Meeting and the procedure to be used by the Committee.
2. **Evaluation and Review Committee.** When a Faculty Reservation is filed with the MSW Director, the Dean shall appoint an Evaluation Review Committee to decide whether or not the student shall be advanced. The Committee shall consist of the MSW Director (chair) and two faculty members who have not had a faculty/student relationship with the student in the previous year. If the MSW Director filed the Reservation or is the student's advisor, then another person shall be appointed by the Dean to serve as chair. Also attending the meeting shall be the faculty member expressing the Reservation, the student's advisor, the Director of Field, any relevant field representatives, and the student. The student may invite two persons from the GSSW community who have specific knowledge of the student's behavior regarding the Reservation to speak on his or her behalf. Outside documents pertinent to the Reservation may be submitted by the student to the committee. This is not a judicial proceeding and therefore attorneys will not be permitted to attend.
3. **Evaluation and Review Committee Procedure.** The Evaluation and Review Committee shall gather the information it deems relevant. It shall meet within 10 days of notification and consider the Reservation, hear the response of the student, hear from the person(s) speaking for the student, and discuss with the student's advisor earlier attempts to resolve the problem. At the conclusion of the discussion, all persons shall be asked to excuse themselves from the room except the members of the Evaluation and Review Committee who shall then resolve the Reservation in one of two ways:
 - a. The student may be judged to have provided evidence that the deficiency named in the Reservation has been remediated and that he or she therefore should be advanced to the next quarter, or
 - b. The student may be dismissed from the School.

The Evaluation and Review Committee may return the case to the level of a Concern for remediation only if it finds that procedural errors were made during the Concern phase of the evaluation process.

4. **Final Disposition of the Reservation.**
 - a. The Evaluation and Review Committee Chair shall write a report that summarizes the Evaluation and Review Committee's deliberations and decision(s) and deliver it to the Dean with three (3) working days of the meeting. The report of the Evaluation and Review Committee shall be confidential, and it and all other Evaluation and Review

Committee records shall become part of the student's school record and be treated accordingly.

- b. The Dean shall send written notification of the decision to the student with two (2) working days of receiving the report of the Evaluation and Review Committee. A copy of the notification shall be sent to the student's advisor and the GSSW Registrar to be included in the permanent student file.
- c. To the extent practicable, all evaluation and review processes should be completed no later than the last day of the quarter after the quarter in which the Reservation was raised.
- d. Decisions of the Evaluation and Review Committee may be appealed to (1) the GSSW grievance/appeal process and then to the *DU Appeal Procedures for Graduate Students*, or (2) the GSSW grievance/appeal process may be bypassed and the Evaluation and Review Committee decision may be appealed directly to the *DU Appeal Procedure for Graduate Students*.

APPEAL PROCEDURES

University appeal procedures for graduate students and procedures GSSW has adopted, consistent with University procedures, are presented below.

University Appeal Procedures for Graduate Students Regarding Academic Decisions

1. A graduate student will direct any appeal of an academic decision, within one year of the decision, first to the Chair of the department in which the issue arises or, if no departmental unit exists, to the Director/Dean of the appropriate school or college. In professional schools or colleges reporting directly to the provost, the first level of appeal, unless specified otherwise by the school or college, is to the Director/Dean.

2. The Head of the unit to which the initial appeal is made may propose consultative procedures in a preliminary attempt to resolve the disputed issue.

3. Should those procedures not resolve the situation to the satisfaction of the student, the Head of the unit shall refer the matter to a standing committee or an ad hoc faculty/ professional staff committee chaired by the Head or a designate. Members of the committee may represent units or sub-units other than the one from which the appeal is made. All review committees at all levels of appeal may, at their sole discretion, accept additional evidence or arguments from the student or from any other person. The appeal committee will normally furnish a decision to both parties within two weeks of its meeting.

4. Appeals on grades will be accepted at the first level (appeal to the Dean) only when based on problems of process, and not simply differences in judgment or opinion concerning academic performance. Decisions on grades at the first level of appeal are not subject to further appeal.

5. On issues other than grades, if the student believes that the initial process of appeal resolution has not been satisfactory, the student may appeal in writing to the Provost. The Provost may refer appeals to appropriate bodies or personnel for their recommendation on specific issues. The Provost may refer any appeal to the Graduate Council. If the issue is referred to the Graduate Council, its Chair shall appoint three members of the Council as a Grievance Committee to hear the appeal case and shall designate one of the committee members to serve as Chair. The findings of anyone called upon by the Provost shall be transmitted to the Provost as a recommendation, usually within four weeks after the case has been referred to them.

6. The Provost is the final authority in the appeal matter, and final action by the Provost should usually take place within three weeks after receipt of appropriate recommendations. The Provost shall provide notice of the final decision to the student, the Chair of any committee involved, and the Head of the unit from which the appeal originates.

GSSW Appeal Procedures

Students may appeal:

- any termination from the program
- the findings and recommendations of a formal field student concern or reservation (described in the *GSSW Field Manual*)

Students who wish to appeal a decision should do so as quickly as possible since they will not be allowed to register for or attend any classes at the University while an appeal is pending. **All appeals must be made in writing to the Dean within one quarter of receiving notice of termination.**

If the appeal concerns a field concern, the committee will be comprised of two members of the faculty. The Dean will designate the chair of the committee.

The committee must hear the appeal within two weeks of the time the appeal is made and will furnish a decision in writing to the student and the Dean within one week of its hearing. The committee itself may decide whether to accept additional evidence or to base its decision on written documents in the Dean's possession, including the written appeal and the student's academic record. The chair of the appeal committee shall act as recorder. The Dean will act on the appeal within two weeks of the time the Dean receives the report of the appeal committee and inform the student in writing of the decision. A student who believes the case has not yet been resolved to her/his satisfaction may then appeal in writing to the provost.

The Dean will make a decision, in consultation with appropriate faculty and/or the GSSW Registrar. The student will be informed in writing of the Dean's decision within two weeks of receiving the appeal.

GRIEVANCES AGAINST FACULTY AND STUDENTS

Either faculty or students may initiate a grievance when they believe standards of professional or ethical conduct have been violated.

Students may initiate a grievance against a faculty member when such faculty member:

- Improperly discloses students' views, beliefs, and political associations.
- Limits freedom of expression.
- Acts in a manner deemed to be in violation of the norms of professional or ethical conduct.
- Evaluates students' work arbitrarily or capriciously.

A student may not initiate a grievance against another student.

Faculty may initiate a grievance against a student when such student:

- Makes slanderous or libelous written or verbal statements, which cast aspersions upon the faculty member's competence.
- Acts in a manner deemed to be in violation of the norms of professional or ethical conduct.

Procedures to be Followed Prior to Invoking the Grievance Process

The procedures that must be followed prior to invoking the grievance process are designed to, whenever possible, reach informal resolution of the concerns being raised.

1. In the event the complaint is against a faculty member, the student should, if at all possible, discuss the matter with the faculty person. If the student is not comfortable discussing the problem with the faculty member or if, after discussion, the problem is not resolved, the student should discuss the situation with his or her advisor who, in a mediating capacity, will seek to resolve the issue individually or jointly. In case the advisor is the person against whom the grievance is lodged, the student should contact the MSW Program Director who will work in the capacity of advisor to resolve the issue. If the MSW Program Director is both the advisor and the person against whom the grievance is lodged, the Doctoral Program Director will be called upon to work toward a settlement of the issue. If failure takes place at this step, the student may formalize the complaint and invoke the grievance process.

2. In the event the complaint is against a student, the faculty person shall a.) initially discuss the matter with the student and, if not resolved, b.) pursue the matter with the student's faculty advisor and, if still unsettled, then c.) formalize the complaint and invoke the grievance process.

The Grievance Committee

The Dean shall appoint the Chairperson and two faculty members to serve on the Grievance Committee for one academic year. The Chairperson shall vote only in the case of a tie. The GSSW Graduate Student Association shall appoint two students to serve on the Committee for one academic year.

Statement of Grievance

A Statement of Grievance must include the content listed below, and three copies must be given to the Chairperson of the Grievance Committee:

- Name of the aggrieved student or faculty member.
- Name of the faculty member or student against whom the grievance is directed.
- Nature of the grievance.
- Date(s) and place(s) of incident(s).
- Name(s) of witness(es) to the incident(s), and/or other supporting evidence.
- Preliminary actions taken by the aggrieved student or faculty member to resolve the grievance.
- Signature and date of signing.

Procedures for Grievance Hearings

1. Three copies of the Statement of Grievance must be submitted in person to the Chairperson of the Grievance Committee who shall sign, date, and return one of the three copies to the aggrieved and one to the person against whom the grievance is directed. The original document is kept for the official records of the Grievance Committee.

2. No later than seven working days after the statement has been officially submitted, the Chairperson of the Grievance Committee shall convene the Committee to consider the grievance. The Chairperson shall notify the members of the Committee orally and in writing of the date, time, and place of the Committee meeting as well as the names of the Committee members. The aggrieved and the person against whom the grievance is directed shall receive a copy of the above notification.

3. Faculty members and/or students will have the option of disqualifying themselves, or may be requested to disqualify themselves by other committee members when a conflict of interest is presumed to be present. In case of any doubt of such conflict of interest the Chairperson will make the decision whether a conflict of interest does exist and whether the request for disqualification be honored. Such a written request, in triplicate, shall be submitted in person to the Chairperson of the Grievance Committee no later than two working days after the Chairperson has issued the call to convene the Grievance Committee. The request for exemption and the statement of permission shall be distributed immediately to the student and to the faculty person who is party to the grievance. One copy shall be retained for the permanent record of the Committee. Notice of the action shall be circulated immediately by the Chairperson to the remaining members of the Committee. The names of all persons appointed as pro-tem replacements shall be supplied in writing by the Chairperson to all members of the Committee, to the student, and to the faculty person involved immediately upon receipt of such information. In case of need for a pro-tem replacement, the time limit for convening the Committee to consider the issue shall be no later than fourteen working days following official receipt of the formal written statement of grievance.

4. The Chairperson of the Grievance Committee will act as secretary pro-tem and keep a record of the Committee's proceedings, deliberations, and votes. In order to safeguard due process, all proceedings, deliberations, and the announcement of the results of voting shall be tape-recorded. The recording, before its destruction, shall be kept for one year following the termination or graduation of the student whichever is the sooner. The Chairperson of the Grievance Committee shall keep all documents and tapes relating to the grievance at issue in a confidential file.

5. All parties directly affected by the grievance shall have the right, during the course of the Committee proceedings, to representation from among their respective peers. (For students this means other students; for faculty, other faculty.) The role of such representative or advocate is that of pleading the cause of the

complainant or respondent, questioning those present and ensuring that the rights of the aggrieved and/or the aggrieveds are protected. The right to question those present shall also be reserved for Committee members, and to any others to whom the Committee delegates such responsibility. All parties directly affected by the grievance at issue shall be present for the proceedings of the Committee. Witnesses shall be asked to leave when their testimony is completed.

6. The deliberations of the Grievance Committee shall be conducted in a closed Committee meeting. All voting shall be conducted in the closed Committee meeting and, when voting becomes necessary during the Committee's deliberations, shall be by secret ballot.

7. The aggrieved may withdraw his/her statement of grievance at any point after filing the statement with the Chairperson of the Grievance Committee. The action is accomplished by the aggrieved submitting a written request to the Chairperson of the Grievance Committee. Upon receipt of such a request, the Chairperson shall circulate an announcement to the Committee and to the parties directly involved that the grievance at issue has been resolved as a finding of "No Grievance." The Chairperson shall immediately notify the Dean in writing of such a decision.

Findings of the Grievance Committee

1. The Grievance Committee, after deliberating and voting, may arrive at one of the following decisions: "No Grievance" or "Grievance." If the Committee finds "Grievance," the Committee may make recommendations to address the basis for the grievance.

2. If the Grievance Committee finds "Grievance," it shall attempt to bring about a reconciliation between the parties. It cannot enforce any of its recommendations; it can only act as a mediating body. If the issue is reconciled, this fact will be added by the secretary pro-tem to the findings of the Grievance Committee.

3. The findings and recommendations of the Committee, along with a report on the outcome of any attempts to reach reconciliation, shall be forwarded in writing to the Dean by the Chairperson of the Grievance Committee with a copy to the person against whom the grievance was filed.

4. If the grievance is sustained against a member of the faculty, the Dean will take action consistent with GSSW and University personnel policy.

5. If the grievance is sustained against a student, the Dean will make the final decision concerning action, taking into consideration the recommendations of the Committee and the outcome of efforts concerning reconciliation. The Dean will notify the student in writing of the decision and the right to appeal. The student may not register for or attend any classes while the appeal is pending.

GRADUATION AND COMMENCEMENT

Graduation Requirements

Graduation applications are available from the Office of the GSSW Registrar and must be signed by the student's academic advisor prior to submitting. Application for graduation must be made no later than the last day of the quarter before the anticipated graduation date. Graduation may be after the fall, winter, spring, or summer session, dependent upon when the student meets the following degree requirements:

- Advancement to Candidacy at least one quarter before the quarter in which the student expects to complete the degree
- Enrollment for at least three quarters earning a minimum of 45 credit hours at GSSW
- Within four years of the date of first enrollment, completion of 90 quarter hours or, in the case of advanced standing students, 60 quarter hours, including all required courses, field practicum credits and electives, with Incomplete and In Progress grades removed, and
- Having a minimum cumulative GPA of 3.0
- Students who receive an Incomplete in their final quarter of enrollment automatically defer the certification of their degree to the following quarter

Students who fail to achieve a minimum cumulative GPA of 3.0 when degree certification is verified will be notified by the GSSW Registrar and will be allowed to register for no more than 6 credit hours of additional coursework at GSSW in order to raise the GPA to 3.0. If the cumulative GPA remains at less than 3.0 at the end of the next quarter in which the student is enrolled, the student will be terminated from the program. The GSSW Registrar will notify the student in writing of the termination and the right to appeal the termination. The student will not be allowed to register for additional classes while an appeal, if any, are pending. *The final responsibility for completing all graduation requirements lies with the student.*

A delay of graduation fee of \$20 will be assessed for graduation candidates who do not graduate at the end of the academic term for which they applied. Students whose graduation term is delayed must submit a new application for graduation to be considered for the subsequent term.

Advancement to Candidacy

Advancement to candidacy must be accomplished no later than one quarter prior to the expected date of completion of requirements for the degree. The Associate Dean must approve any exceptions.

Following completion of the requirements of the foundation curriculum for two year students or, in the case of advanced standing students, the completion of the second quarter of study, the student is eligible for advancement to candidacy for the degree, based upon the following criteria:

- enrollment as a regular status student
- having a minimum cumulative grade point average of 3.0, and
- **two year students:** completion of foundation courses and foundation field practicum
advanced standing students: completion of SOWK 4132, 4299, advanced policy, one elective, and five hours of field practicum with a grade of "Pass"

Advancement to candidacy is not automatically made upon the completion of any required number of courses or hours of field. If a student fails to make satisfactory progress in the areas of academic performance,

professional attitude or behavior, ethical conduct, and/or field performance, the GSSW Registrar may withhold advancement upon recommendation by the faculty.

Participation in Commencement Ceremonies

Commencement ceremonies at the University of Denver are held in June and August each year. GSSW students **must complete all degree requirements before participation in commencement ceremonies**. In the following circumstances, students may request an exception to this policy:

1. The student has 5 or fewer credits of “In Progress” in SOWK 4960 or SOWK 4961 that will be completed by the end of the quarter, including summer session, following the commencement ceremony, or
2. The student has registered for a block placement in SOWK 4960 or SOWK 4961 and is within 200 clock hours (equal to 5 credits) of satisfactorily completing field

Students must submit a request for an exception in writing to the GSSW Registrar signed by their advisor and the Field Education Director or MSW Director, as appropriate. If the request is approved, the GSSW Registrar will notify the student and send the request to the DU Registrar’s Office.

Students should note that participation in commencement ceremonies does not in and of itself indicate completion of degree requirements. The diploma will be conferred only after the GSSW Registrar certifies that all requirements for the degree have been completed. Moreover, students should note that a decision is made by the University each year concerning whether students who have not completed requirements may participate in commencement ceremonies.

PREPARATION FOR POST-GRADUATION

Preparation for Licensure

The Graduate School of Social Work and the University of Denver provide resources to students to assist them in the licensure and job search process. These resources include:

- All job postings that are received by GSSW will be forwarded to the gssw-jobs listserv. Please see earlier in this guide for detailed instructions for joining the listserv.
- All job postings received by the University will be posted on the Career Services website at www.du.edu/career. Students will need to use their DU ID to login to this site.
- Each Spring, the GSSW Alumni Council hosts a Job Fair for graduating students as well as Brown Bag presentations about the licensure process.
- GSSW offers a variety of post-graduate professional development offerings, including licensure preparation courses.

All licensure applications needing signatures or requests for letters verifying graduation should be submitted to the GSSW Registrar.

Please note: Students are strongly encouraged to save syllabi from all courses completed—these are often required by licensing boards in states other than Colorado, as well as many prospective employers.

Provisional Special Services License for School Social Workers

Persons who are school social workers in Colorado must hold a Provisional Special Services License for School Social Work in Colorado, awarded by the Colorado Department of Education. For information about the license, students should contact the GSSW Registrar. Completion of either SOWK 4715—School Based Prevention & Early Intervention Strategies or SOWK 4712—Law of Family & Child at the University of Denver Graduate School of Social Work is required in addition to completion of the MSW degree requirements. *GSSW strongly recommends that students take both courses, if possible.* It is additionally recommended (but not required) that students take the clinical concentration; clinical elective

courses pertaining to children, high-risk youth and families; Mental Health Interventions with Children (SOWK 4500), Building Resilience: Healthy Development in Childhood & Adolescence (SOWK 4315), and a field practicum in school social work.

Additionally, students need to have completed at least one field practicum with children and/or youth (or be able to provide documentation of at least 900 supervised hours work with children and/or youth).

Students interested in school social work in states other than Colorado should take either , SOWK 4712—Law of Family and Child and/or SOWK 4715—School Based Prevention & Early Intervention Strategies, to meet GSSW requirements for school social work.

GSSW GUIDELINES ON MSW STUDENTS PERFORMING PRIVATE INDEPENDENT PRACTICE OF PSYCHOTHERAPY OR COUNSELING CONCURRENT WITH THEIR GRADUATE EDUCATION

Policy

GSSW strongly discourages masters-level students from engaging in private independent practice of psychotherapy concurrent with their graduate education. Students who choose to practice psychotherapy with private clients during their graduate education assume sole responsibility for the care and treatment of these clients. GSSW, its faculty and staff, and the University of Denver assume no responsibility for the care and treatment of students' private practice clients. This policy statement and guidelines are not meant to prohibit or restrict students from agency employment in social work, mental health, or related human service organizations during their graduate education.

Definition of Terms

As used here, "private independent practice" refers to the delivery of psychotherapeutic services by a mental health practitioner on a fee-for-service basis, independent of a GSSW-approved agency structure, whether practiced as a sole endeavor or group enterprise, business partnership, or as an owner or employee of a professional service corporation. This includes private work done under the contract, auspices, and/or supervision of a psychotherapist or clinical social worker (whether licensed or unlicensed) in private practice.

Guidelines

For those MSW students who choose to see "private practice clients" while enrolled in GSSW, the following guidelines shall apply:

1. The Colorado State Board of Social Work Examiners regulates the practice of social work, including clinical social work and applied psychotherapy, Clinical practice, and community practice. In addition, the Colorado State Mental Health Grievance Board regulates the practice of psychotherapy by unlicensed therapists. Students in private practice are expected to conform to all applicable Colorado laws and regulations [e.g., Psychotherapy Practices Act (24-34-109, C.R.S., 1998) and regulations of the Colorado State Board of Social Work Examiners and the Colorado State Mental Health Grievance Board. This includes registering in the Colorado database directory of unlicensed psychotherapists, taking a jurisprudence examination or workshop, using a mandatory disclosure form with clients, and practicing only within their competency and training and within generally accepted standards of care. In addition, students are expected to practice according to the NASW Code of Ethics and the clinical standards determined by the social work profession.

Note: The titles "social worker," "registered social worker," "licensed social worker," "licensed clinical social worker," and "licensed independent social worker," and their abbreviations "RSW," "LSW," "LISW," and "LCSW," are legally restricted to only those persons who have successfully passed the state's licensing or registration process. The practice of psychotherapy by social workers is restricted to persons holding an LCSW or an LSW who are being supervised by a LCSW.

2. The name of the University of Denver Graduate School of Social Work may not be stated in conjunction with "MSW candidate," "social work candidate," or "social work intern" for the purposes of representing a student's competence or qualifications to engage in private practice, nor advertising, or recruiting private practice clients.

3. Students are prohibited from using private practice clients to fulfill any GSSW academic course or field education assignment. Students' private practice may not be used as a work site for field placement setting. GSSW faculty, staff, and field instructors will not supervise, either voluntarily or on a fee-for-service basis, students' clinical work with private practice clients. Students are prohibited from transferring or referring clients seen in a field placement agency or setting to their own private practice.

4. In the event that a student receives a sustained violation of professional and ethical standards, legal violation, or judgment of professional misconduct or negligence which has occurred in the context of private psychotherapy practice, she or he shall notify the MSW Program Director within five (5) working days of the determination that the complaint has merit. In the event the MSW Program Director is absent or unavailable, the student shall notify his or her academic advisor and/or the Dean.

5. As defined here, a sustained violation is an allegation or complaint which has been duly investigated and been determined to have merit by a court of law, state regulatory body, agency or organization, or a professional association's ethics committee or peer review committee. Evidence that a violation has been sustained includes termination of employment by an agency for unprofessional and/or unethical behavior, malpractice suit, ethical sanctions imposed by a professional association (e.g., NASW) for unprofessional and/or unethical behavior, any judgment or disciplinary action taken by the State Board of Social Work Examiners or the State Mental Health Grievance Board, and conviction for violation of Colorado laws regarding the practice of mental health.

It is important to remember that the Graduate School of Social Work is a member of the larger DU community. The DU Honor Code and relevant policies follow.

University of Denver Honor Code

PROCEDURES GOVERNING STUDENTS

Formally adopted by the University of Denver Board of Trustees
April 15, 2000

Jurisdiction

This Code applies to all students at the University of Denver. Matters relating to academic honesty are within the general jurisdiction of the Provost or his or her designee. If an alleged violation occurs while engaged in activities as a student, these procedures will apply. (If an alleged violation occurs while a staff or administrator is teaching a for-credit class the Procedures Related to Faculty Appointment, Promotions, and Tenure will apply. If an alleged violation occurs while engaged in activities as a staff or administrator, the Honor Code Procedures Related to Staff and Administrators will apply.) The Provost shall resolve any conflict or dispute concerning which procedure governs in the enforcement of the Honor Code.

Definitions

A. University of Denver Community - Students, faculty, staff, administrators and trustees whose actions affect the educational process of the University.

B. Violation - Any intentional misrepresentation of material in the academic or professional setting or deception in academic matters. Intent to misrepresent or deceive may be inferred from the facts and circumstances surrounding any act charged as a violation of the Honor Code.

The following are some examples of violations of the Honor Code under this principle. Violations include, but are not limited to, taking or assisting someone else in taking the following actions:

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

- **PLAGIARISM:** representation of another's work or ideas as one's own in academic submissions.
- **CHEATING:** actual or attempted use of resources not authorized by the instructor(s) for academic submissions.
- **FABRICATION:** falsification or creation of data, research or resources to support academic submissions.
- **AID of ACADEMIC DISHONESTY:** intentionally facilitating plagiarism, cheating or fabrication by others.

Reporting of Violations

- Every member of the University of Denver Academic Community is strongly encouraged, but not required to report apparent violations of the Honor Code.
- A violation is reported when the Academic Dishonesty Allegations Form (ADAF) is submitted to the Office of Citizenship and Community Standards.

Consultation Prior to the Academic Conduct Review Process

Before initiating a formal inquiry or filing an Academic Dishonesty Allegations Form, any member of the

University community who becomes aware of an actual or possible violation of the Honor Code may consult with the Office of Citizenship & Community Standards to request anonymous advice as to the nature of the procedures, information about available options, as a sounding board, or on any other relevant matter. No records are kept of such consultations. Faculty members may also consult with the student suspected of a violation about possible Honor Code violations for purposes that include but are not limited to gathering additional information and clarifying perceptions of student behaviors.

Academic Conduct Review Process: Procedures for Faculty

A faculty member who believes that there is reasonable suspicion that a student may have committed a violation of the Honor Code, should either:

1. Initiate a history check and/or
2. File an ADAF form.

History Check

The purpose of a history check is to ascertain whether the student in question has previously been sanctioned for academic dishonesty. If the history check shows that the student has previously been sanctioned, the faculty member must submit the Academic Conduct Review Board (ACRB) will handle an ADAF form and the case. The Office of Citizenship & Community Standards will maintain a tracking log of all history checks. This log will be used for internal administrative purposes. If the history check indicates that the student in question has not previously been sanctioned, there are three routes available to the faculty member.

1. Faculty Disposition without an ADAF
2. Faculty Disposition with an ADAF
3. Disposition through the ACRB.

A. Faculty Disposition without an ADAF. The faculty member shall discuss the suspicions or allegations with the student in question and come to one of three types of resolution.

- No further action. In the judgment of the faculty member, either no violation occurred, or there is insufficient evidence of a violation.
- Sanctions that do not involve assigning a failing grade either for the assignment or for the course (e.g., additional work on this or a substitute assignment).
- Assigning a failing grade either for the assignment or for the course. The instructor shall notify the Office of Citizenship & Community Standards of the nature of the final disposition, at which point the name of the student will be removed from the tracking log. If the Office of Citizenship & Community Standards has not been notified of a final disposition within one month of a history check, it may follow-up with the faculty member in order to clear the log. If the disposition does not involve assigning a failing grade for either the assignment or for the course, no record of the case will be made. If a failing grade has been assigned because of academic dishonesty, this will be recorded. In addition to assigning a failing grade for the assignment or the course, the faculty member may submit an ADAF with the intent of having the case considered by the ACRB. This might occur, for example, if the faculty member believed that mandatory attendance at a workshop or academic probation should be considered in this case. Such additional sanctions can be imposed only by the ACRB, not by an individual faculty member.

B. Faculty Disposition with an ADAF

Any subsequent alleged violations of the Honor Code require that an ADAF be filed; however, faculty members have the option of immediately referring any allegations to the ACRB

C. Disposition by the ACRB Faculty are strongly encouraged to use procedure C, Disposition by the ACRB, in order to maintain consistency across cases and to support the principle of student ownership of

the Honor Code process. Honor Code violations are a matter of community concern, not merely a private issue between instructor and student. Procedures A and B should be considered unusual rather than standard. They are available where the instructor feels that they are most appropriate given the particular nature of the case, but they should not be considered the norm.

Rights of Accused Student

Throughout his or her involvement in the disciplinary process, the accused student has the following rights:

Right to Notice

The student shall receive written notice of charges. The student will be requested to attend an advisory conference with the director at which time they will be advised of the date, time, and place of the ACRB hearing. The notice is sent to the local mailing address listed with the University information system. Notice may also be delivered in person.

Right to an Advisory Conference

The student accused of violating the Honor Code will meet with the director of Citizenship & Community Standards to be advised of procedure, rights and responsibilities for an Academic Conduct Review Board hearing.

Right to Prepare

No later than 5 working days (Monday through Friday except for official University holidays) before the ACRB hearing the student shall be entitled to obtain from the Office of Citizenship & Community Standards (1) all documentary evidence to be presented at the hearing, (2) the names of all ACRB members, and (3) the names of all witnesses the University will call.

Right to an Advisor

An advisor may accompany the student during the advisory conference or ACRB hearing. The student is not allowed to have an attorney present unless the Director gives permission. If such permission is given, the attorney or advisor will be allowed to consult with the student, but not participate in the proceedings.

Right to Present Information

The student will have the opportunity to present information by witness, affidavit, and/or personal testimony that he/she feels is important for consideration with regard to the complaint.

Right to Hear Testimony

The student has the right to hear all information presented at a hearing and be involved in the entire hearing except for deliberation.

Right to Witnesses

The student may invite relevant witnesses to present information at the hearing. The accused student must provide a list of all witnesses he/she will be calling at least 48 hours before the hearing. Generally, no more than two (2) character witnesses will be allowed. Written character references may be accepted.

Right to Respond

The student has the right to respond to the information presented at the hearing and to question, through the Chair, witnesses who present testimony at the hearing.

Right to Written Disposition

The student will receive written notification of the findings of fact, standards violated, and sanctions after the ACRB hearing.

Right to Challenge an ACRB member

The student has the right to request the removal of any ACRB board member based on a demonstrated, significant prejudice or bias. Prejudice or bias must be actual, not merely potential. This request should be

made in writing to the Director of Citizenship & Community Standards at least 3 working days before the ACRB hearing. The Director will rule on all such requests.

Right to Disciplinary File

The student has the right to review his/her disciplinary file within thirty days of the request.

Right to Review the Audiotape

The student may review the audiotape recording of the ACRB hearing in the Office of Citizenship & Community Standards.

Right to Appeal

The student has the right to request an appeal if circumstances meet the conditions outlined in the appeal process.

Sanctions

The following are some examples of sanctions. In the case of a recommendation of Suspension or Expulsion from the University, the ACRB will make its recommendation to the Vice Provost for approval. Sanctions include, but are not limited to:

- Workshops offered through the Office of Citizenship & Community Standards
- Community service
- Disciplinary probation at the University
- Suspension from the University
- Expulsion from the University

Procedural Guidelines

1. The individual found responsible must file the Appeal Form
2. After submission of an Appeal Form, the Vice Provost shall have five (5) working days to decide whether the case should be presented to the ACAB.
3. If an appeal is warranted, the Vice-Provost shall have five (5) working days to notify the ACAB members of the need to convene.
4. An official member of the Office of the Vice Provost shall facilitate the review process. This person has no vote.
5. The decision of the ACAB is final.

Records

All records and files of violations of the Honor Code will be kept with the Office of Citizenship & Community Standards. An expulsion keeps the incident on file permanently. A suspension is kept on file for six years after the completion of the suspension period. At this time the student may request, in writing, that the file be expunged. Probation, and other sanctions are kept on file for four years or until date of graduation, whichever occurs later.

Introduction

The University of Denver has a *Code of Student Conduct* to maintain the general welfare of the University community. The University is committed to creating a campus environment conducive to education, work, study, and personal development.

Admission to the University carries with it the expectation that each student (including all full- and part-time, undergraduate, graduate, and non-traditional students) will be a responsible member of the campus community. When you enroll at the University, you assume the responsibility of observing the standards of conduct. By accepting the responsibility to respect the personal safety and individual rights of every member of the University community, each student is given the opportunity to pursue his/her education in an environment based upon mutual respect.

The Office of Citizenship and Community Standards direct the efforts of students and staff in matters involving student discipline. This office is responsible for determining the charges against a student, interviewing and advising students involved in the disciplinary process, resolving cases of student misconduct, supervising and training the Conduct Review Board (CRB), and maintaining all disciplinary records.

The director or associate director of the Office of Citizenship and Community Standards are available to answer questions and hear concerns about the *Code of Student Conduct* and all of the disciplinary procedures. Call 303.871.4851 if you feel that the following policies have not been followed or that you have been treated unfairly.

Authority

Disciplinary authority is delegated by the University to the associate vice provost for campus life, other University administrators, faculty, students, committees, and organizations as described in this *Code*, or in other policies, rules, or regulations adopted by the University.

Members of the University faculty also have broad discretion regarding grading, graduation, and other academic matters. As a condition to enrollment or graduation, the faculty in any academic area may require that its students adhere to ethical or professional standards. Failure to comply with such requirements may result in sanctions (including probation, suspension, or dismissal) in accordance with applicable academic procedures. Additional details may be obtained from the appropriate dean's office.

Statement of Jurisdiction

This *Code* applies to all undergraduate and graduate students at the University of Denver. The standards of conduct primarily prohibit misconduct on University premises (buildings or grounds owned, leased, operated, controlled, or supervised by the University) but may address off-campus conduct when the behavior shows, in the University's sole judgment, that the student may threaten the welfare and safety of the DU community.

Students may be held accountable to both civil authorities and the University for breaking a law that also violates the University standards of conduct. The University may, at its sole discretion, elect to pursue disciplinary action under this *Code* at the same time as criminal proceedings even if criminal charges involving the same incident are not complete, have been dismissed, or were reduced.

Standards of Conduct

The University expects each student enrolled at the University of Denver to follow the standards of conduct in order to promote a safe and civil campus environment. Listed below are the standards of conduct. Violations of these standards may result in disciplinary action.

1. *Alcohol Violations*

Possession, use, manufacture, distribution (exchange), or sale of alcoholic beverages, as an individual or recognized University organization, in violation of the law or University policies is prohibited. Refer to the University's policy on alcohol use in the Student Handbook and the University

publication "For the Record."

2. *Discrimination*

The University is committed to the principle that all students may use and enjoy its educational services, social activities, and facilities free from discrimination on the basis of religion, age, ancestry, sex, color, disabled status, national origin, race, sexual orientation, or veteran status. The complete policy against discrimination may be found in the Affirmative Action Office, Columbine Hall, and room 104.

3. *Failure to Respond to Instruction*

Failure to comply with any written or verbal instructions of University officials who are performing their duties is prohibited. This includes, but is not limited to, safety officers, residence hall staff, faculty, and administrative staff.

4. *False Reports*

Initiation of any false report, warning, threat of fire (e.g. pulling a fire alarm), threat of explosion, or other emergencies on University premises or at any University-sponsored activity is prohibited. This includes any activity on or off campus, which is initiated, aided, authorized, or supervised by the University. It is also a violation of the *Code* to knowingly or recklessly make false reports or statements to University officials, including but not limited to safety officers, residence hall staff, administrative staff, and faculty. Students may not tamper with, impair, disable, or misuse fire protection systems such as fire detectors, sprinklers, alarms, and extinguishers.

5. *Falsification of Information*

Forgery, alteration, falsification, or misrepresentation of University documents, records, or credentials is prohibited. This includes grade transcripts, student identification cards, computer records, and other official documents. The use of a document that has been forged or altered by someone else is also a *Code* violation.

6. *Harassment*

Harassment includes, but is not limited to, conduct that would place a reasonable person in fear of his or her personal safety through words or actions you have directed at this person. In addition, threatening or endangering the health or safety of any person by physically abusing, physically restricting, or coercing another person is considered harassment. Other forms of harassment, which the University has identified as unacceptable, include:

- ❑ Interference with University Functions--Harassment includes unauthorized conduct of any kind which interferes with the ability of other students to pursue their education in designated environments (e.g., residences, study areas, classrooms, or libraries), the functioning of faculty or staff, or any other aspects of the University's educational mission.
- ❑ Assault--This includes laying hands upon, striking, treating violently, or threatening to do bodily harm to another person.
- ❑ Sexual Harassment--This is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is either explicitly or implicitly a term or condition of employment or status in a course, program, or activity, (2) submission to or rejection of such conduct is used as a basis for employment or educational decisions, or (3) such conduct has the purpose or effect of unreasonably interfering with work performance or educational experience or performance or creates an intimidating, hostile, or offensive environment for working or learning. The University has the right to discipline students who engage in the sexual harassment of other students. A copy of the University policy on sexual harassment may be obtained from the Affirmative Action Office, Columbine Hall, and Room 104.

- ❑ Stalking--Stalking includes the following behavior: (1) Making a threat to another person that would cause a reasonable person to fear for his or her life or safety and, in connection with the threat, repeatedly following that person. (2) Making such a threat to another person and, in connection with the threat, repeatedly attempting to contact that person.

7. *Hazing*

Any action that in any way adversely affects the health or safety of any person as a condition of participating in any student organization or activity will bring University action. Students may not create a situation, on or off University premises, that involves the physical or emotional abuse of another member of the University community by causing physical discomfort, embarrassment, harassment, or ridicule.

Such activities may include forced drinking of alcohol, paddling, creation of fatigue, physical shocks, morally degrading or humiliating games, road trips, scavenger hunts, physical harassment, public stunts, late work sessions that interfere with academic performance, or any activity not consistent with the regulations and policies of the University.

8. *Identification*

Using, or attempting to use, false or illegally altered identification is prohibited. Also, student identification cards are University property and must be shown or surrendered when requested by a University official. Students should carry their DU ID at all times.

9. *Illegal Drugs*

Possession, use, manufacture, distribution, or sale of illegal drugs in violation of the law or University policy is prohibited. Possession of drug paraphernalia is prohibited. For additional information, refer to the University's policy on drug use in the Student Handbook and the University publication "For the Record."

10. *Interference, Obstruction, or Disruption*

It is a violation of this *Code* to interfere with, obstruct, or disrupt any normal University activity such as teaching, research, recreation, meetings, public events, and disciplinary proceedings, the freedom of expression and movement of students or other members of the University community and their invited guests, and police or fire responses to an emergency.

11. *Misuse of University Facilities*

Entering or using a University building or facility in a way that is unauthorized is prohibited. Students may not use University property for any illegal activity.

12. *Sexual Assault*

Inflicting sexual contact, sexual intrusion, or sexual penetration on any person without that person's consent is a violation of this *Code*. Conduct will be considered "without consent" if no clear consent is given; if inflicted through force, threat of force, or coercion; or when inflicted upon a person who is unconscious or otherwise without the physical or mental capacity to consent. For example, if you inflict sexual contact or intrusion on someone who is under the influence of alcohol or drugs, it may be considered "without consent" because that person may not have the physical or mental capacity to consent. Harassment without physical contact will not be deemed sexual assault. Refer to the University Sexual Assault Policy in the Student Handbook following the Student *Code* of Conduct.

13. *Theft and Property Damage*

Stealing or damaging University property (including vandalism or graffiti) or property belonging to visitors or anyone else on University premises is prohibited. This also includes the unauthorized copying of computer software that belongs to the University and possession of property that you know is stolen.

14. *Violation of Local Laws/Off-Campus Conduct*

Violating any federal, state, or local laws while on University premises is prohibited. Violation of such laws while off campus is also a violation of this *Code*, if the conduct, in the University's sole judgment, indicates the student may be a threat to the safety or security of the University.

15. *Violation of University Policies*

Students are expected to follow all University policies and regulations. Such policies and regulations may include but are not limited to the following: residence hall contracts, on-campus selling and advertising policy, guide to residence hall living, undergraduate and graduate bulletins, and alcohol and drug policies.

16. *Weapons, Firearms, and Fireworks*

Possession or use of firearms, explosives, unauthorized fireworks, or other dangerous weapons (any object or substance designed to or used to inflict a wound, cause injury, cause damage, or incapacitate, including but not limited to all firearms, pellet guns, switchblade knives, and knives with blades longer than 3 1/2 inches) while on University premises is prohibited. A harmless instrument designed to look like a firearm, explosive, or dangerous weapon that is used to cause fear in or assault another person is considered a dangerous weapon. While possession of mace and other legal self-defense instruments is not prohibited, offensive or reckless use may constitute physical harassment or assault and may be subject to disciplinary action.

Disciplinary Procedures

In addition to protecting the community, the University views the disciplinary process as a learning experience that can result in growth and personal understanding of one's responsibilities and privileges within the University community. The disciplinary process is not meant to be a substitute for civil or criminal legal proceedings but instead is designed to provide a fair evaluation of whether or not a student has violated the *Code*. Formal rules of evidence will not apply in the University disciplinary process. The University encourages the reporting of any criminal activity to campus security and the Denver Police Department.

Office of Citizenship and Community Standards

The Office of Citizenship & Community Standards has jurisdiction over *Code* enforcement. The office has the discretion to determine, among other things, whether (1) to press charges in connection with a complaint, (2) to dismiss a case after an administrative conference with the accused student, (3) to implement a disposition of the case after an administrative conference with the accused student, or (4) to refer the matter to the appropriate body to conduct a CRB hearing. Reports of behavior that may result in suspension or expulsion may be referred to the CRB. The office may consult with a representative from the accused student's college, school, or department when appropriate.

Complaint

Anyone may file a written or verbal complaint (a written complaint must follow a verbal complaint) with the Office of Citizenship & Community Standards whenever a student is believed to have violated any of the *Code* standards. The complaint must include a statement of facts describing the alleged violation. A complaint often takes the form of a security report. The office will not accept anonymous complaints.

Upon receipt of the written or verbal complaint, the office decides whether there is substance to the complaint, whether the complaint falls within the jurisdiction of the *Code*, and whether to charge a student with a violation of the *Code*.

The victim of an alleged incident of student misconduct should expect to be asked to participate in the judicial process involving the accused. This generally includes making a timely report of the incident, filing a written complaint with the Office of Citizenship & Community Standards, discussing the incident with the office, and providing testimony in the presence of the accused. The University's ability to take action is limited if the victim chooses not to participate in the disciplinary process or is unable to fulfill these responsibilities.

Notice

The office initiates the disciplinary process by sending written notice of charges to the student who has allegedly violated the *Code*. The notice is sent to the mailing address listed with the University information system or the address listed on the security report. Notice may also be delivered in person by security or University staff.

The notice describes the *Code* standard(s) allegedly violated and informs the student about the reported circumstances underlying the alleged misconduct. The notice informs the student of the time, date, and place of an administrative conference with a hearing officer. If the student is unable to meet at the time and date scheduled he/she must contact the Office of Citizenship & Community Standards within five working days of the date of the notice to reschedule the appointment. Copies of all documents pertinent to the incident are available to the accused student upon request at the Office for Citizenship & Community Standards for review before and during the administrative conference.

Administrative Conference

The administrative conference is a preliminary meeting between the hearing officer and the accused. When the student appears at the administrative conference, the hearing officer explains the disciplinary process, discusses the student's rights, and reviews the charges with the student. The administrative conference may be continued to another date in order to allow the hearing officer to conduct further investigation or a decision on the case may be made at that time. The hearing officer is responsible for assessing the charges and (depending on the severity) deciding whether to hear the case or refer the matter to a CRB hearing. Although a hearing before the hearing officer is less formal than a CRB hearing, the student will in either case have an opportunity to respond to the charges and explain the situation by calling witnesses (any individual with information relating to a conduct case) or presenting other evidence if the student chooses to do so.

If the student does not schedule an administrative conference by the deadline given in the notice or fails to attend a scheduled conference, the hearing officer can unilaterally resolve the case in the student's absence. The hearing officer may grant exceptions. However, unless unusual circumstances beyond the control of the student arise, the hearing officer normally will not grant a delay.

Mediation

The hearings provided for in this *Code* serve as the University's method of arbitrating disputed cases involving *Code* violations. In addition, the hearing officer may attempt to mediate a case or refer the case to the Student Mediation Center. Mediation is an informal, voluntary process in which the hearing officer, or a designee, meets with the individuals involved. The purpose of the meeting is to address the complaint, encourage communication between the parties involved, and generate possible solutions. If a consensus is not reached, the hearing officer retains discretion to resolve the matter through either a CRB hearing or a disposition by the hearing officer.

Disposition by the Associate Hearing officer

After the student has been notified of charges and an administrative conference has taken place, the hearing officer may investigate the incident further when information is insufficient or if the facts presented contradict each other. The hearing officer will offer the accused an opportunity for a hearing before the hearing officer. The hearing officer will then prepare a written administrative disposition in follow-up to the investigation. This letter will include the findings of fact, a conclusion as to whether or not the standard(s) of conduct were violated, and the sanction imposed by the hearing officer. The student has the right to request an appeal by the CRB if the conditions outlined in the appeal process are satisfied.

Composition and Jurisdiction of CRB

The *Campus Review Board (CRB)* will hear cases referred to it by the hearing officer. It also will consider appeals following a disposition by the hearing officer. Reports of behavior that may result in suspension or expulsion may be referred to the CRB. Normally, the CRB will comprise three students (at least one undergraduate and one graduate student will be represented), one faculty member, and one staff member. A minimum of four CRB members must be present to hear a case.

CRB Hearing Procedures

1. Call to order by CRB chair.
2. Announcements and opening remarks by the chair, including the following:
 - ◆ Identification of the parties attending the hearing.
 - ◆ Statement of the nature of the case.
 - ◆ Statements of the conditions of the hearing will include the following:
 - ◆ The hearing will be audio recorded.
 - ◆ The hearing is closed.
 - ◆ The hearing is designed to be fair to all parties involved.
 - ◆ Comments/statements must be restricted to matters directly relevant to the case.
 - ◆ Any person disrupting, interfering with, or not abiding by the rulings of the chair may be dismissed.
 - ◆ The advisor's role is restricted to advising the student. The advisor may not address witnesses or the CRB unless invited to do so by the chair.
 - ◆ CRB deliberations are closed and are not audio recorded.
 - ◆ Statement of confidentiality.
3. The chair will read the complaint and state the charges.
4. The director of Citizenship & Community Standards or a designee directs the presentation of the university's evidence and witnesses.
5. The chair will ask the accused student and CRB members if there are any questions with regard to witnesses or the information presented by the director of Citizenship & Community Standards or a designee.
6. The chair will ask the accused student to respond to the charges, present evidence on his/her behalf, and call any witnesses.
7. The chair will ask the CRB members if they have any questions for the accused student and/or the student's witnesses.
8. The CRB may ask questions of or recall any hearing participants to address specific issues or questions at the request of either the accused student or a CRB member.
9. The accused student and the director of Citizenship & Community Standards or designee present closing statements.
10. The chair concludes the hearing, dismissing the accused student and advisor.
11. The CRB enters closed-session deliberation.
 - ◆ The CRB decides whether or not the accused student has violated the *Code of Student Conduct*.
 - ◆ If a violation has occurred, the CRB decides on an appropriate sanction.
 - ◆ The CRB will normally make its decisions the same day the case is heard.
12. The CRB will write a letter to the accused student outlining the decision to include the following:
 - ◆ What, if any, standard(s) of behavior has been violated.
 - ◆ The sanction being imposed.
 - ◆ The rationale.
 - ◆ Steps in the appeal process.
13. The Office of Citizenship & Community Standards keeps a record of the hearing. The record includes copies of all correspondence between the accused student and the University, an audio recording of the hearing, and the decision.

RIGHTS OF ACCUSED STUDENTS

Throughout his or her involvement in the disciplinary process, the accused student has the following rights:

Right to Notice.

The student shall receive written notice of charges.

Right to Prepare.

The student is given five working days (Monday through Friday, except for official University holidays) from the date of the letter of notice to prepare for an administrative conference. The student is given seven working days to prepare prior to a hearing before the CRB. The student shall receive 1) all documentary evidence to be used at the hearing, 2) the names of all CRB members, and 3) the names of all witnesses the University will call at least five working days before the CRB hearing.

Right to an Advisor

The student may be accompanied by an advisor during the administrative conference or CRB hearing. The student is not allowed to have an attorney present unless the director gives permission. If such permission is given, the attorney will be allowed to consult with the student but not to participate in the proceedings.

Right to Present Information

The student will have the opportunity to present information by witness, affidavit, and/or personal testimony that he/she feels is important for consideration with regard to the complaint.

Right to Hear Testimony

The student has the right to hear all information presented at a hearing and to be involved in the entire hearing except for deliberation.

Right to Witnesses

The student may invite relevant witnesses to present information at the hearing. The accused student must provide a list of all witnesses he/she will be calling at least 48 hours before the hearing. Generally, no more than two character witnesses will be allowed. Written character references may be accepted.

Right to Respond

The student has the right to respond to the information presented at the hearing and to question witnesses, through the chair, who present testimony at the hearing.

Right to Written Disposition

The student will receive written notification of the findings of fact, standards violated, and sanctions after the administrative conference.

Right to Challenge a CRB Member.

The student has the right to request the removal of any CRB board member based on a demonstrated, significant prejudice or bias. Prejudice or bias must be actual, not merely potential. This request should be made in writing to the director of Citizenship & Community Standards at least three working days before the CRB hearing. The director will rule on all such requests.

Right to Disciplinary File

The student has the right to review, at any time, and request copies of the contents of his/her disciplinary file.

Right to Audiotape

The student may make an audiotape recording of the CRB hearing and have access to the University's audiotape for review and copying (at the student's expense).

Right to Appeal

The student has the right to request an appeal if circumstances meet the conditions outlined in the appeal process.

RIGHTS OF VICTIMS

Throughout his or her involvement in the conduct process, the victim of any alleged student misconduct has the following rights:

Right to Be Informed

The victim shall be informed of the progress and outcome of the conduct proceedings subject to requirements imposed by the Campus Security Act, as amended by the Higher Education Amendments of 1998 (see Campus Security Act).

Right to Provide a Statement

The victim may provide a written impact statement, in addition to giving testimony at the hearing, for consideration during the disciplinary proceedings. The statement describes the harm that the victim sustained as a result of the alleged misconduct.

Right to Reasonable Efforts to Ensure Safety

A victim has the right to demonstrate that steps should be taken, with the exception of the hearing, to prevent unwanted contact or proximity with the student(s) accused. The University has sole discretion in determining whether to grant such a request. The victim will be informed of what his or her options are if the accused or the third party acting on behalf of the accused intimidates or harasses him/her.

Right to an Advisor

A non-lawyer advisor throughout the disciplinary process may accompany the victim.

SANCTIONS

The procedures for imposing sanctions are designed to assign similar sanctions for similar violations of the *Code*. There can, however, be no assurance that identical sanctions will be imposed for identical violations, because it is important to be concerned with the individual student and consider all of the circumstances in a particular case. Mitigating factors (extenuating circumstances that an accused student believes should be taken into account to reduce the sanction) may be considered, including past disciplinary record, nature of the violation, and severity of damage, injury, or harm. Repeated or aggravated violations (a violation which resulted or could have resulted in significant damage to persons or property or which posed a substantial threat to the stability and continuance of normal University functions) of any standard in the *Code* may also result in suspension or expulsion. Attempts to commit acts prohibited by this *Code* will be treated the same as completed acts. One or more of the following sanctions may be imposed for violating the *Code*.

Warning

A warning is written or oral communication that further misconduct may result in more severe disciplinary action.

University Disciplinary Probation

As a result of several minor violations or a more serious violation of the *Code*, a student may be placed on disciplinary probation. A time period is established in which a student is required to show changes in behavior, but he/she does not lose good academic standing with the University. Specific sanctions or restrictions may be levied or recommended as part of probation, such as disqualification from holding office in any student organization or representing the University in extracurricular activities. Violating the terms of probation or subsequent misconduct is grounds for further disciplinary action, including suspension or expulsion.

Restitution

The student is required to make payment, either in money or services, to the University or to other persons, groups, or organizations for damages associated with the *Code* violation.

Registration/Transcript Holds

If a student has failed to comply with the terms of a sanction, a hold may be placed on the student's registration or academic transcripts by the director. The hold will be released as soon as the student follows through with all instructions regarding disciplinary action.

No Contact Order

If a student has been accused of harassing, assaulting, stalking, or sexually assaulting another person, he/she may be issued a no contact order. The student will be told not to contact or attempt to contact a particular person for a specific period of time. If the order is violated the student will face additional disciplinary charges which may result in suspension or expulsion from the University.

Interim Suspension

The director of Citizenship & Community Standards or a designee may suspend a student for an interim period prior to a CRB hearing. An interim suspension will be effective immediately, without prior notice, whenever the director of Citizenship & Community Standards, or his/her designee, determines that the continued presence of the student on the University campus poses a substantial threat to himself, herself, any member of the University community, or the stability and continuance of normal University functions.

A student suspended on an interim basis will be given an opportunity to appear personally before the associate vice provost for campus life or a designee within five working days from the effective date of the interim suspension. The purpose of this meeting is to discuss only (1) the reliability of the information concerning the student's conduct, and/or (2) whether or not the conduct and surrounding circumstances reasonably indicate a substantial threat as described above. A CRB hearing will take place as soon as reasonably possible following an interim suspension.

Suspension

The student is required to leave the University for a specified period of time. Notification may accompany a student's transcript. After the period of suspension has expired, the student may request in writing to have the notification removed. The student shall not participate in any University-sponsored activity and is likely to be excluded from University premises.

Expulsion

The student is required to permanently leave the University. Notification may accompany a student's transcript. The student will be denied access to the University campus or designated portions of campus.

Notification

In cases where suspension or expulsion is the outcome in the disciplinary process, a letter from the director of Citizenship & Community Standards may be enclosed with requested transcripts. The letter will note that the student has been dismissed from the University for disciplinary reasons.

APPEAL PROCESS

1. Basis. The basis of the appeal is limited to 1) procedural errors so substantial that the accused was denied a fair hearing, 2) new and significant evidence becoming available which could not have been discovered by a properly diligent respondent before or during the original hearing, and/or 3) the imposition of a sanction that was arbitrary and capricious. In some cases where a matter initially was resolved by the director through an administrative disposition, the director may, but is not obligated to, request additional fact-finding on appeal to the CRB.

2. Steps in Requesting an Appeal. Accused students are entitled to one stage of appeal. If a charge is initially heard by the hearing officer in an administrative conference, the accused student may appeal the results of the administrative conference to the CRB. The CRB decision on the appeal will be final. If a charge is initially heard by the CRB, the accused student may appeal the results of the CRB hearing to the associate dean of student involvement and social responsibility. The decision of the associate dean will be final. The student has 10 working days from the date of the letter of disposition to file a written request with the associate dean or CRB through the Office of Citizenship & Community Standards. The request should be made in writing and include the student's reasons for requesting the appeal and all supporting information. Failure to submit an appeal in writing within the allotted time will render the original decision final and conclusive. Normally, a final decision will be

made within 10 working days.

3. Actions Available to the CRB. The CRB will make a decision based on the record of the original administrative conference with the hearing officer and the written appeal submitted by the accused student. The CRB may (1) affirm the procedures, factual findings, and sanction imposed by the hearing officer, (2) affirm the findings of fact (or make new findings if requested) and modify the sanction, (3) identify procedural errors so substantial that the student was denied a fair hearing or find the student did not violate the *Code* and therefore dismiss the case, or (4) hear the case itself or refer the matter back to the associate hearing officer for another hearing.

4. Actions Available to the Associate Vice Provost for Campus Life. The associate vice provost will make a decision based on the record of the original CRB hearing and the written appeal submitted by the accused student. The associate vice provost may (1) affirm the procedures, factual findings, and sanction imposed by the original board, (2) affirm the findings of fact and reduce the sanction, (3) identify procedural errors so substantial that the student was denied a fair hearing and refer the case back to the original board with recommendations on how to correct procedures, or (4) refer the matter to a new CRB. The CRB may then make a new decision, and the student may submit another request for an appeal.

Classroom Behavior

Students are expected to conduct themselves in class in accordance with the accepted standards of behavior set forth by the University and by an individual instructor. Any instructor may require a student to leave a class, either temporarily or on a permanent basis, when his/her behavior is such that it interferes with the instructor's ability to teach or other students' ability to learn. Any instructor may also initiate a complaint if he/she feels the standards of conduct have been violated in class.

Computer and Network Acceptable Use

The University of Denver's computer and network infrastructure enriches the teaching, learning, and research environment by providing students, faculty and staff convenient, inexpensive access to computer services.

Traffic on the campus computer network and loads on central computers are monitored by system personnel. Normally, only traffic volumes and system loads are monitored. However, more detailed monitoring may occur if there is reason to suspect unauthorized or unacceptable use of a computer or the network. Computers connected to the campus network have direct access to an international network of computers called the Internet. In order to protect the University of Denver's status within the Internet and assure legitimate access to University computers, people using University computers and the campus network will be expected to abide by the following rules:

- ◆ All illegal activities are prohibited.
- ◆ All commercial activities other than University of Denver business are prohibited.
- ◆ Using excessive bandwidth is prohibited.
- ◆ Placing an excessive load on central computers is prohibited.
- ◆ Disguising message sources is prohibited.
- ◆ Misuse of IP numbers is prohibited.
- ◆ Interfering with legitimate use of network resources by others is prohibited.

UNIVERSITY OF DENVER SEXUAL ASSAULT POLICY

The University of Denver believes that sexual assault in any form is reprehensible and will not be tolerated. All students have the right to be free from abuse, personal force, violence, or threats of violence. The University reserves the right to take whatever measures it deems necessary in response to a charge of sexual assault in order to protect students' rights and personal safety. Such measures include, but are not limited to, modification of living arrangements, removal from campus pending a hearing, and reporting to the local police. Even if the local police choose not to prosecute, the University may pursue

disciplinary action. The University also reserves the right to impose sanctions ranging from a warning to expulsion from the University, depending on the severity of the offense. The University will consider the concerns and rights of both the person making the charge and the accused student.

A victim or any other individual may complete an anonymous report detailing an occurrence of sexual assault on campus. Anonymous reports will be taken at the departments listed above. These reports will help track any trends and patterns of sexual assault on campus. The data will be used to plan awareness and educational programs. Confidentiality will be maintained.

**GRADUATE SCHOOL OF SOCIAL WORK
FACULTY**

Inna Altschul

Assistant Professor

PhD, University of Michigan

MSW, MA University of Michigan

MS, University of Southern California

Assistant Professor Inna Altschul's research and practice focus on promoting academic achievement and reducing drop-out rates among low-income immigrant and Latino/a youth. Central areas of interest in her work are racial/ethnic identity, youth empowerment, immigration, inter-group relations, community systems and preventative interventions. In her research she uses both ecological, sociological, and psychological perspectives, as well as qualitative and quantitative methodologies. At GSSW, she is a field liaison and teaches courses in multicultural social work practice, practice evaluation and research.

David Blair

Adjunct Faculty

MSW, University of Denver

David Blair a Clinical Social Work practitioner, Family Therapy Supervisor and educator. He is currently the Co-Director of the Denver Family Institute a private, mental health agency, formed with a partner in 1988. This agency has grown to include 10 Full time clinicians providing mental health services, and an Intensive Outpatient Adolescent Drug Treatment program. At DFI he teaches "Family Therapy with Multi-Problem Families", and provides both Group and Individual Supervision for students in the program.

Daniel Brisson

Assistant Professor

PhD, University of North Carolina at Chapel Hill

MSW, University of North Carolina at Chapel Hill

A community practice specialist, Assistant Professor Daniel Brisson has focused his research and scholarship on community development issues in low-income neighborhoods, particularly the factors that contribute to bonding and bridging social capital, as well as the effect that bonding and bridging social capital have on family economic outcomes. He previously consulted with several North Carolina non-profit organizations on outcome-focused and theory-based evaluations, and he served on the Chapel Hill Housing and Community Development Advisory Committee for several years. He teaches community practice courses at GSSW.

David Burgess

Adjunct Faculty

MSW

LCSW

Mr. Burgess has worked for twenty years with mental health consumers/survivors in empowerment settings. He has been CHARG Resource Center's Executive Director since it opened in 1989 as a legal partnership between consumers and professionals. He serves on the Board of Directors of Community Shares of Colorado and the Chinook Fund.

Marian C. Bussey**Associate Professor**

PhD, University of Texas at Arlington

MSW, Tulane University

LCSW-CO

Associate Professor Marian C. Bussey's research and writing focus on mental health and child welfare issues, and her practice background includes work with children, families and adults with mental illness/substance abuse issues. She has published on a variety of child welfare subjects and also serves as a consultant to the American Humane Association's Children's Division on a project identifying best practices in child welfare systems. Bussey teaches courses on mental health assessment, trauma, research and evaluation, and the history of social work. She is currently investigator on projects evaluating innovative programs in the areas of children's mental health systems of care and American Indian child welfare.

William A. Cloud**Professor**

PhD, University of Denver

MSSW, University of Louisville

Professor William A. Cloud's research and writing are in the areas of substance abuse treatment, prevention and policy. His major focus has been the "natural recovery" phenomenon, the subject of the three books he has co-authored. Currently he is examining the effectiveness of HUD's HOPE VI initiatives in public housing communities. Cloud teaches courses in research, mental health and drug policy, and drug dependency interventions. He is well known in Denver as the initiator of the DU-GSSW Bridge Project, an educational outreach program that aims to keep public housing children in school so they can qualify for college scholarships.

Elizabeth KimJin Collardey**Adjunct Faculty**

PhD, University of Denver

MSW, University of Denver

Dr. Collardey's clinical practice areas include public child welfare, mental health counseling of international adoptees, and program development with immigrant and refugee communities. Dr. Collardey's research and writing have focused on identity development of international adoptees, group work with immigrant and refugees, multicultural competency, and issues in global child labor. After teaching full-time for the past six and half years, Elizabeth returned to full-time private practice serving adoptees and their families as well as providing children's educational programs on the skills of peace-making.

Mike Cortés**Adjunct Faculty**

MSW, University of Michigan

MPP, University of California at Berkeley

PhD, University of California at Berkeley

Dr. Cortés is a nonprofit management consultant who helps advocacy organizations use public policy research and analysis more effectively. He has served as director of the University of San Francisco Institute for Nonprofit Organization Management, assistant professor at the University of Colorado School of Public Affairs, director of planning, finance, and administration at the Levi Strauss Foundation, and vice-president for research, advocacy, and legislation at the National Council of La Raza. His research publications and conference papers address policy analysis and advocacy, Latino nonprofit organizations and philanthropy, nonprofit uses of technology, and disabilities among migrant and seasonal farm workers. He sits on the board of directors of the Center for Lobbying in the Public Interest, and the advisory committee of the Urban Institute Center on Nonprofits and Philanthropy, both in Washington, D.C.

Enid Opal Cox**Professor**

DSW, Columbia University

MSW, University of Denver

Professor Enid Opal Cox has been director of the DU Gerontology Institute since 1983. Under her leadership, the institute has become a respected source of research, training and community service in the Rocky Mountain region, especially in the area of care giving to the elderly and self-care by the elderly. She is principal investigator of an intervention research project, funded by the Administration on Aging, which targets elderly care-receivers. At GSSW, Cox directs the PhD program and teaches courses in social policy, social services and aging, and the history of social welfare and social work.

Jean F. East**Associate Professor**

PhD, University of Denver

MSW, University of Denver

Associate Professor Jean F. East's research and scholarship include feminist and empowerment theories as applied to the experiences and issues facing women such as welfare reform and domestic violence. She is co-director of Project WISE (Women's Initiative for Service and Empowerment), a project providing counseling and advocacy services with low-income women. At GSSW, East teaches foundation practice courses and community concentration courses on community organizing, leadership, administration and supervision.

Jamie Blair Echevarria**Adjunct Faculty**

MSW, Colorado State University

LCSW, CACIII

Ms. Echevarria was born and raised in Colorado and then left the state to attend the University of California at Irvine for her undergraduate degree in Social Sciences with a minor in Spanish. She attended Colorado State University for her MSW and graduated in May of 2002. Since that time she has been working as a therapist and Coordinator for the Adolescent Substance Abuse Program, an intensive outpatient treatment program at Denver Family Therapy Center. She has also completed the certificate program for Marriage and Family Therapy at the Denver Family Institute, finishing in November of 2004 and plans on sitting for her LMFT license in January of 2008. She enjoys working with adolescents and their families doing family therapy and working from a systemic perspective overall.

Jessica Forsyth**Adjunct Faculty**

MSW, Washington University

Ms. Forsyth is a program manager with The Children's Hospital Immunodeficiency Program (or CHIP) in Denver, Colorado. CHIP serves children, youth and pregnant women infected, affected or at-risk for HIV infection. Prior to moving to Denver in 2005, Jessica was the Associate Director of Project ARK, a comprehensive HIV care and prevention program, in St. Louis, MO. She was also the founder and coordinator of Health and Education for Youth and Young Adults (HEY), a Project ARK adolescent program. HEY was named as model program by the federal government in 2001. Jessica was the chair of the Ryan White HIV Title I Planning Council in St. Louis for 3 years. She was also adjunct faculty for the George Warren Brown School of Social Work at Washington University from 2000-2006.

Ben Fransua

Clinical Assistant Professor

MSW, University of Denver

Clinical Assistant Professor Ben Fransua coordinates the field education program in southern Colorado and supervises faculty field liaisons. His professional social work background is in the field of mental health, where he has provided both clinical and administrative services. His experience includes forensic psychiatry, adult and geriatric psychiatric services. He retired from the Mental Health Institute in Pueblo, Colorado as a clinical administrator after 35 years of service. Fransua has been affiliated with GSSW for more than 20 years as an adjunct professor and field liaison.

Stacey Freedenthal**Assistant Professor**

PhD, Washington University

MSSW, University of Texas

LCSW-MO, TX

Assistant Professor Stacey Freedenthal is a clinical practice specialist whose research and scholarship are focused on suicide prevention and intervention. Before coming to GSSW, she was a research assistant with the American Indian Multisector Help Inventory, studying suicidal behavior, including risk and protective factors, and help-seeking among American Indian youth. Her clinical experience included assessment, crisis counseling and psychotherapy with victims of domestic violence and sexual abuse, psychiatric emergency casework and emergency room social work. At GSSW, Freedenthal teaches courses in mental health assessment with adults and cognitive interventions in social work practice.

Carolyn Gissendanner Borwick**Adjunct Faculty**

PhD candidate, University of Denver

MSW, University of Denver

Ms. Borwick's primary interests are reducing the psychosocial dilemmas associated with long-term health problems among adults and children. She has worked as a consultant and social worker in programs that serve children, teens, and adults. Since becoming a doctoral student, Ms. Borwick has conducted research in Colorado to learn more about the opinions of African Americans about the rate of sexually transmitted diseases (STDs). She currently provides clinical supervision, group facilitation, and counseling for local residents to help prevent HIV/AIDS. Her multifaceted experiences have led her current dissertation research on affiliative relationships and the prevention of HIV/AIDS.

Michele D. Hanna**Assistant Professor**

PhD, University of Texas at Austin

MSW, University of Oklahoma

Assistant Professor Michele D. Hanna's research and scholarship interests include adoption, child welfare, foster care and multicultural practice. Before coming to GSSW, she participated in a five-year federally-funded research project on barriers to, and success factors in, special needs adoption. Her professional positions have included child protective service worker, child welfare adoption specialist, child welfare supervisor and program field representative for a special-needs adoption program. At GSSW, Hanna teaches courses in multicultural social work practice, mental health interventions with children and social work supervision.

Jessica E. Haxton

Adjunct Faculty

MSSW, University of Wisconsin-Madison

PhD Candidate, University of Denver

LCSW

Ms. Haxton received a BSW from Illinois State University and her MSSW from the University of Wisconsin- Madison. Her clinical background consists of social work in hospice, home care and hospital settings. She has also worked with children in residential treatment settings, domestic violence shelters and as an in-home therapist. Her substantive area of research is gerontology and mental health. Currently she is the project coordinator for Geriatric Social Work: Capacity Building with Evidence Based Practice.

Caregiving and care-receiving relationships between elders and their families living in the community is the focus of her current research.

Carole Fee Ivanoff**Clinical Associate Professor**

PhD, University of Denver

MSW, University of Illinois

LCSW-CO

Clinical Associate Professor Carole Fee Ivanoff's research is on the nature and meaning of mentoring for women in social work academe. Having a broad background in clinical practice and education, she is also especially interested in the teaching and learning of direct practice skills and the integration of practice skills between course work and field internships. At GSSW, she is the director of student services, coordinates academic advising and is the faculty adviser to the Graduate Student Association. In addition to serving as a field liaison, she is the lead instructor for the foundation year clinical theories and practice sequence, and she teaches the social work skills course.

Patricia Iwasaki**Adjunct Faculty**

MSW, University of Denver

Ms. Iwasaki has worked in community and health related settings in Los Angeles, Denver, Houston, and London. She has taught courses within the health area and required foundation courses. Her research interests include: globalization and health, use of traditional/alternative medicines, and empowerment.

Jeffrey M. Jenson**Professor**

PhD, University of Washington

MSW, University of Washington

MPA, University of Montana

Professor Jeff Jenson is the *Philip and Eleanor Winn Professor for Children and Youth at Risk*. His teaching and research focus on the etiology, prevention and treatment of juvenile delinquency, violence and adolescent substance abuse. He has published two books and numerous articles on adolescent problem behavior. Jenson is currently principal investigator of the Youth Empowerment Project, an investigation aimed at improving academic and behavioral outcomes among youth residing in three Denver public housing communities. He was recently principal investigator of the *Youth Matters* Denver Public Schools Prevention Project, a randomized clinical trial assessing the effects of a structured curriculum on aggression and substance use among students in 28 elementary schools. Currently Editor-in-Chief of the journal *Social Work Research*, Jenson received the University of Denver Distinguished Scholar Award in 2003 and the University Lecturer Award in 2007. He is director of the PhD program at GSSW.

Laurie Smith Kaczanowska

Adjunct Faculty

JD, Northeastern University
MSW, University of Denver

Ms. Kaczanowska has been an Assistant City Attorney since 1991. She has worked in the areas of: criminal prosecution, mental health law, child protection and code enforcement. She created the Mediation and Diversion program for criminal city ordinance cases in Denver and directed the Community Justice Program funded through the United States Department of Justice, Bureau of Justice Assistance. She has served on numerous committees and worked on the development of program innovations for adult and juvenile offenders. She has a private Family Law Practice and has also worked with Colorado Common Cause, Colorado Representative Patricia Schroeder, Harvard Mediation Program, Denver Legal Aid Society, American Friends Service Committee, Big Sisters of Colorado, the Pennsylvania Governor's Justice Commission, and the Supreme Court of Massachusetts. She also helped found the Women in Crisis battered women's shelter.

John A. Kayser**Professor**

PhD, University of Denver
MSW, University of Denver
LCSW-CO

Professor John A. Kayser's research and scholarship are in child/adult mental health, narrative stories of practice and historical research on social work education. A licensed clinical social worker (LCSW), Kayser is the lead instructor for the foundation year clinical theories and practice sequence and is convener of the clinical concentration Adult Track. He teaches clinical theory and practice courses in the foundation and concentration curriculum. Currently, he is directing a GSSW history project for Craig Hall.

Elizabeth S. Kelchner**Adjunct Faculty**

PhD, University of Denver
MSW, Adelphi University
ACSW, LSW (New York State)

Dr. Kelchner has over 30 years experience as a social worker and has worked in the fields of mental health, developmental disabilities, and aging. She helped develop and taught in the social work program at Binghamton University in New York State. At DU, she teaches in the areas of policy, community and organizational practice, leadership, and aging. Dr. Kelchner is also a field instructor for 9to5, National Association of Working Women. She recently developed and will teach a policy class for University College students in the Bachelor of Arts Completion Program at the University of Denver. She has numerous publications and conference presentations at local and national forums. Her current research interests include grandparent headed households and elder abuse. She chairs the Committee on Aging for the National Association of Social Workers-Colorado Chapter and is a volunteer ombudsman.

Sandra Konta**Adjunct Faculty**

MSSW, University of Texas at Austin

Ms. Konta's expertise is in community organizing. With Yvonne Sandoval, she has organized with the Industrial Areas Foundation (IAF), PICO and the AFL-CIO. As co-owners of Sixth Sun Consulting LLC, a consulting firm that focuses on community engagement and anti-oppression work, Yvonne and Sandra walk beside individuals and organizations in their journey towards actualization. Rooted in the organizing principle "the first revolution is internal," they believe that heightened self-awareness and recognition of our own power and gifts enable us to more powerfully and authentically impact our organizations, community and the world. Community organizers at heart, Yvonne and Sandra are driven by social justice values and have a passion for helping people reach their fullest potential.

Walter F. LaMendola

Professor

PhD, University of Minnesota
Graduate Diploma, University
of Stockholm

MSW, University of Pittsburgh

Professor Walter F. LaMendola is Director of Technology at GSSW. His scholarly interests include the use and application of communication and information technologies in social work, particularly as they pertain to the everyday lives of people experiencing problems like poverty or mental illness. His research also deals with larger issues generated by the creation and application of information technology artifacts, such as their impact on human narrative. He teaches social theory in the doctoral program and research courses in the MSW program.

Timothy Landis**Adjunct Faculty**

MSW, New Mexico Highlands University

LCSW

Mr. Landis has worked in child welfare and public mental health systems, with non-profits involved in interagency collaboration and adolescent, family services. He maintains a private therapy and consulting practice in Colorado Springs. His areas of interest include; family systems work, community organization, and the wraparound process with high-risk families. He was a consultant the past 2 years for a project focused on engaging men in the effort to end men's violence against women. He has been retained by the Colorado Department of Human Services to consult with county departments on cases with co-occurring domestic violence and child abuse. He is especially interested in furthering strengths-based practice, applying resilience research to practice and adding meaning to the concept of individualized care.

Julie Anne Laser**Assistant Professor**

PhD, Michigan State University

MSW, University of Michigan

Assistant Professor Julie Anne Haddow's research focus is on adolescent resiliency, particularly the relevance of specific protective and risk factors by culture and gender. She recently completed a large study of resilience in Japanese youth, and she is presently investigating adolescent resilience in Korean and Chinese youth. She is also completing a cross-cultural study of Korean and American working mothers with young children. Haddow has more than fourteen years of clinical social work experience and has worked in Mexico as well as a variety of American urban and rural settings. She is particularly interested in school social work. Haddow teaches in the high-risk youth track of the MSW curriculum, as well as the clinical and research series.

Nancy Lucero**Adjunct Faculty**

PhD Candidate, University of Denver

MSW, University of Denver

LCSW

At GSSW, Ms. Lucero currently teaches classes in the Native Peoples Project and the Trauma Response and Recovery Certificate Program. Her past professional experience includes development of urban Indian child welfare programming, training of non-Indian professionals on culturally-responsive social work practice with American Indians, American Indian mental health services, and development and implementation of cultural and spiritual programs for incarcerated American Indians. Nancy's current research interest is in examining the intergeneration effects of urbanization on the cultural identity and cultural connectedness of urban American Indians.

Susan S. Manning**Professor**

PhD, University of Denver
MSW, University of Denver

Associate Professor Susan S. Manning's research and scholarship focus on two areas: empowerment outcomes and interventions for people with serious psychiatric disability, and professional ethics, particularly as applied to leaders, administrators and managers. At the University of Denver, she is a member of the Carl Williams Institute for Ethics and Values and a founding member of the Center for Civic Ethics. She recently published *Ethical Leadership in Human Services: A Multi-Dimensional Approach*. At GSSW, Manning teaches across the curriculum, including courses on community practice, leadership theories and practice, and ethics. She is co-convenor of the Leadership for Community and Organizational Practice Track and teaches qualitative research methods in the school's PhD program.

Jae McQueen

Adjunct Faculty

MSW, University of Denver
LCSW

Ms. McQueen graduated from the University of Denver Graduate School of Social Work in 2000 with a dual emphasis on direct clinical practice and community practice. Upon graduation, she obtained employment with Savio, a private, non-profit agency providing a continuum of care for families of small children and adolescents. She has remained employed with Savio and has held various positions including: Child Protection Therapist, Child Protection Supervisor, Child Placement Agency Supervisor, Residential Treatment Coordinator, and Residential Treatment Center Intake Supervisor. Ms. McQueen also provides supervision for employees seeking the LCSW credential.

Ginger Meyette

Adjunct Faculty

PhD candidate, University of Denver
MSW, University of Denver
MDiv, Iliff School of Theology
LCSW-CO

Ms. Meyette teaches foundation courses at DU and is working on the implementation of a GLBT certificate at Colorado State University. Ms. Meyette works as a grief counselor at the Chrysalis Grief Center through Hospice and Palliative Care of Northern Colorado in Greeley. Her research interests include hospice care in various health care settings and grief in the lives of lesbians age 50 and older.

Suvi H. Miller

Adjunct Faculty

MSW, New York University
LCSW

Ms. Miller has practiced clinical social work for the past 15 years, primarily with children and families. Ms. Miller specializes in the treatment of child and adolescent trauma victims, with particular focus on sexual abuse and domestic violence. Ms. Miller also serves as an Expert Witness in the area of child sexual assault with the Denver District Attorney's office. Ms. Miller has extensive experience as a presenter, and has presented at local, regional and state conferences.

Debra Mixon

Adjunct Faculty

MSS, University of Denver

Ms. Mixon has extensive experience in competency-based training for child welfare workers and supervisors. Ms. Mixon worked for Adams County Social Services for 19 years as a child welfare caseworker and supervisor. She supervised therapeutic foster care, adoptions, and a teen parent program. Ms. Mixon's areas of expertise include clinical supervision; ongoing child welfare; developmental consequences of maltreatment, separation, placement, and reunification; placement disruptions; foster parent certification; and permanency planning for children and youth. She currently trains New Worker CORE II, CORE III, and CORE IV, Foster Parent Healing Traumatized Children, Strategies for Parenting Challenging Children, Intercultural Parenting, and Enhancing Caseworker Development. Ms. Mixon is pursuing a doctorate degree in Human Communication specializing in intercultural communication.

Nicole Nicotera

Assistant Professor

PhD, University of Washington
MSW, University of Washington
LICSW-WA

Assistant Professor Nicole Nicotera's research and scholarship focus on two major areas: children, families and the influence of neighborhood contexts on parenting and developmental outcomes, and issues of unearned privilege and oppression in social work practice, education and research. As a clinical social worker, she worked with children and families in a community mental health center, where she used art, play and sand tray therapies, as well as other intervention modalities. She also has extensive school social work experience with seriously emotionally and behaviorally challenged children and their families. At GSSW, her teaching focus is on clinical practice theories and skills.

Christine Lynn Norton

Adjunct Faculty

PhD, Loyola University, Chicago
MA, University of Chicago
MS, Minnesota State University,
LCSW

Ms. Norton is currently the Clinical Director for Byrne Urban Scholars, a mentoring and scholarship program for low income urban youth. She has extensive experience working with high risk youth in the juvenile justice system and as a school social worker. Christine has also worked with struggling teens through her work with Outward Bound Wilderness. Christine has her MA in Social Service Administration from the University of Chicago, and an MS in Experiential Education from Minnesota State University. She recently completed her PhD in Clinical Social Work from Loyola University Chicago with a focus on adolescent treatment and wilderness therapy.

Kathleen Ohman

Associate Dean and Professor

PhD, University of Illinois at Urbana-Champaign
MSW, University of Illinois at Urbana-Champaign

Professor Kathleen Ohman's teaching and research focus on child welfare policy and services, and on the legal aspects of social work practice. She is author and co-author of numerous articles, books and training curricula in child welfare. She has served as principal investigator of projects evaluating service for homeless youth, a statewide home visitation program for infants in Colorado and a national effort to recruit adoptive families. She teaches in the policy and research sequences.

Debora M. Ortega

Associate Professor

PhD, University of Washington

MSW, Portland State University

Associate Professor Debora M. Ortega divides her time equally between teaching clinical practice courses at GSSW and working with the University of Denver Provost's office to develop the new Latino/a Center.

Her academic and research interests include child welfare, foster care, culturally-responsive practice, race-related stress and family therapy. She has authored and co-authored numerous journals articles, book chapters and grant reports, and she has given presentations at state, regional, national and international conferences. Her many grant-funded projects include private provider training, programs to assist youth transitioning from foster care, evaluation of a juvenile mediation project and an ongoing three-year effort to develop models of effective child welfare with Hispanic families.

Philip Osteen

Adjunct Faculty

PhD candidate, University of Denver

MSW, University of Denver

Mr. Osteen is a current doctoral student at GSSW, as well as a graduate student in the Quantitative Research Methods program through the DU College of Education. His areas of interest include social work ethics, critical theory, queer theory, social work practice with GLBT communities and individuals, and research methods, design, and analysis (both quantitative and qualitative). His professional experience includes twelve years in community mental health and five years in public health/HIV prevention, outreach, and research.

Tonna Pallas

Adjunct Faculty

MSW, University of Denver

LCSW

Ms. Pallas is a therapist in private practice in Greenwood Village, Colorado. She specializes in working with clients who have experienced trauma, with couples, adolescents, and families. She was previously the Southeast Office Coordinator for the Rape Assistance and Awareness Program in Denver. She has facilitated trainings and presented at conferences on various topics including the impacts of sexual assault and skills for parents adopting children from the foster care system.

Lynn Parker

Associate Professor

PhD, University of Denver

MSW, University of Denver

LCSW-CO

AAMFT Approved Supervisor

Associate Professor Lynn Parker is a clinical social work practitioner, researcher and educator. A direct practice specialist with more than 30 years of experience, she has studied with nearly all of the founders of the family therapy field. Her focus is on social justice issues in families, couples and society, and she has studied, written and presented extensively on how to address power, privilege and oppression in therapeutic work. Parker provides clinical supervision and is a faculty member at the Denver Family Institute, and she is on the board of the Council on Contemporary Families. At GSSW, she is convener of the clinical concentration Families Track and teaches a wide range of clinical social work courses.

Denise Pearson

Adjunct Faculty

PhD, Marquette University

MS, Concordia University

Dr. Pearson is the Assistant Dean for Academics at DU's University College. She is also the Director of the College's graduate certificate program in Alternative Dispute Resolution. In addition to her administrative responsibilities, Dr. Pearson developed and teaches a variety of courses including Managing Organizational Conflict, Creating Dialogue, and Cross-Cultural Leadership. She received her Ph.D. in Educational Administration and Supervision from Marquette University, M.S. in Educational Administration from Concordia University, and B.A. in Human Services from Pace University. She is an active member of the Association for Conflict Resolution and is a core faculty member of DU's Conflict Resolution Institute.

Ann T. Petrila

Director of Field and Clinical Associate Professor

MSW, University of Denver

MPA, University of Denver

LCSW – CO

Clinical Associate Professor Ann T. Petrila is GSSW's Director of Field Education, coordinating the more than 400 agencies that offer field internships to MSW students. Her prior teaching and community work focused on children's mental health issues, child maltreatment, the foster care system's impact on children and families, and psychosocial issues in the healthcare delivery system. She was formerly the Social Work Director for the Fostering Healthy Futures program at the Kempe Children's Center, where she supervised GSSW field internship students participating in a randomized controlled prevention study for children in out-of-home placement. She is also on the faculty of the Genetic Counseling Program at the University of Colorado Health Sciences Center.

Natalie Portman-Marsh

Adjunct Faculty

MSW, Columbia University

Ms. Portman-Marsh is the Manager of school-based services at Jefferson Center for Mental Health. She supervises, trains, and consults with clinicians on a wide range of issues affecting children and youth. She serves on the Board of Directors of the Colorado Association of School Based Health Centers, as well as participating in many collaborations and coalitions addressing child and family mental health issues. Ms. Portman-Marsh previously worked at Family Tree-Gemini House as a staff supervisor and clinician, as well as at Covenant House in New York with homeless and at-risk adolescents. Her particular interest is in systemic interventions for troubled adolescents and their families.

Cathryn C. Potter

Associate Professor

PhD, University of Denver

MSW, University of Washington

Associate Professor Cathryn C. Potter is executive director of the GSSW Institute for Families, a research and technical assistance resource to agencies serving children and families. The institute provides stipends for MSW students doing field internships in child welfare settings, conducts training for new and continuing child welfare workers and engages in collaborative research with a number of state and non-profit agencies. Potter is an active researcher who is currently involved in child welfare, juvenile justice and children's mental health research projects. She is director of research at GSSW and teaches in the social work practice, research and policy sequences.

Jaime Rall

Adjunct Faculty

MSW, University of Denver

MA, Oxford University

Ms. Rall's interests are in community organizing, social action, ethics, trauma, and multicultural / international social work. She acquired her first degree from Oxford University in experimental psychology and neurophysiology before starting her social welfare career in disability rights and mental health. Since obtaining her Master of Social Work degree at GSSW in 2005, she has focused on organizing communities for environmental justice. At DU, Jaime teaches foundation courses in social work practice and multicultural social work.

Colleen J. Reed

Assistant Professor

PhD, University of Kansas

MSW, Portland State University

Assistant Professor Colleen J. Reed's teaching and research interests include mental health, health and aging. In particular, she has studied social support and psychological well-being in the social exchanges of older women in assisted living settings. She has engaged in mixed-methods research in areas such as late life depression, family caregiving, health services utilization and program evaluation. Her prior professional experience includes clinical social work practice in individual and family therapy, mental health treatment, and social work care management primarily with Latino families and gay, lesbian and bisexual individuals and families. At GSSW, she teaches a lab course on social work skills across clients systems, as well as courses on practice evaluation and research.

Yvonne Sandoval

Adjunct Faculty

MSW, University of Denver

Ms. Sandoval's experience is in community organizing. With Sandra Konta, she organized with the Industrial Areas Foundation (IAF), PICO and the AFL-CIO. As co-owners of Sixth Sun Consulting LLC, a consulting firm that focuses on community engagement and anti-oppression work, Yvonne and Sandra walk beside individuals and organizations in their journey towards actualization. Rooted in the organizing principle "the first revolution is internal," they believe that heightened self-awareness and recognition of our own power and gifts enable us to more powerfully and authentically impact our organizations, community and the world. Community organizers at heart, Yvonne and Sandra are driven by social justice values and have a passion for helping people reach their fullest potential. Sandra earned her MSSW in community practice from the University of Texas at Austin.

Michele Sienkiewicz

Clinical Assistant Professor

MSW, Fordham University

Clinical Assistant Professor Michele Sienkiewicz is a member of the field education team at GSSW, responsible for coordinating training and professional development for field instructors, as well as the field placement of advanced standing students. Her professional experience is in child welfare, primarily foster care, adoption and independent living services in New York City. Prior to joining the GSSW faculty, she taught a variety of social work practice courses and provided field instruction for students as an adjunct faculty member at several colleges in New York and Colorado.

Susan Stark

Clinical Assistant Professor

MSSW, Columbia University

LCSW-CO

Clinical Assistant Professor Susan Stark Connelly assists incoming foundation year students in securing field internship placements, and she visits and certifies agencies and organization that are prospective internship sites. She also teaches the foundation field seminar. Connelly has over 25 years of practice experience including community mental health, inpatient psychiatry, psychiatric emergency, hospice, mentoring programs and private clinical practice. She served as a field instructor for MSW students from Smith College and has been both a field instructor and adjunct liaison at GSSW. She has published articles and led workshops on social work with cancer patients and their families, grief and loss, and the needs of the expatriate American community abroad.

Philip Tedeschi

Clinical Assistant Professor

MSSW, University of Wisconsin-Madison

LCSW-CO, AASW Specialist

Philip Tedeschi coordinates the Animal-Assisted Social Work Certificate program and teaches forensic social work and experiential therapy approaches. A certified Master Therapeutic Riding Instructor and former course director/instructor with Outward Bound, he has many years of experience in non-traditional therapeutic approaches with children, adults and families, as well as in interpersonal violence including animal abuse and sexually abusive youth and adults. An appointed member of the Colorado Sexual Offender Management Board, Tedeschi also evaluates and treats sexual offenders. He is a founder and clinical administrator of Hand Up Homes for Youth Inc. and founder of The Resource Center for High Risk Youth.

M. Kay Teel

Adjunct Faculty

PhD, University of Denver

MSW, University of Denver

LCSW

Dr. Teel served as Project Coordinator for the federal Child Find/Early Identification Project from 1999-2004, a statewide project focused on promoting and developing collaboration between the child welfare and Part C early intervention systems in Colorado. In previous years, she received training as a doctoral fellow with JFK Partners in Maternal Child Health and Interdisciplinary Leadership. Dr. Teel conducted doctoral research on drug policies related to women and their children and has studied the birth outcomes of children prenatally exposed to alcohol and other drugs. In addition to teaching at the community and graduate levels, Dr. Teel has over twenty years experience as a clinical social worker in both the private and public sectors, including child welfare. Dr. Teel's current research and practice interests focus on the affects of drug policy on Black American women and their children with an emphasis on the socioeconomic contexts of their experiences.

June Twinam

MSW, Tulane University

Ms. Twinam has an extensive academic background which began in 1966 at Tulane University. She currently teaches multiple courses in several programs at Regis University (SPS Undergraduate business, Graduate: MNM and School for Health Services Administration and Management) and the University of Denver's Graduate School of Social Work. She is a frequent presenter at local and national conferences usually with a management, ethics, or strategic planning focus. Recent experience includes a keynote address regarding ethics at the National Conference of Church Business Administrators, and acting as a facilitator for the Leadership Summit for the American Association for Homes and Services for the Aging (Good To Great).

Nancy VanDeMark

Adjunct Faculty

PhD Candidate, University of Colorado

MSW, University of Denver

Ms. VanDeMark is currently employed as the Director of Colorado Social Research Associates, a non-profit research and evaluation organization affiliated with Arapahoe House Inc. She is completing a PhD in Public Affairs from the University of Colorado Health Sciences Center. Ms. VanDeMark has worked as an administrator and researcher for the past 20 years in the areas of substance abuse, homelessness, child welfare, mental illness, trauma, eating disorders and domestic violence. She has served as the Principal Investigator and Project Director on seven federally funded services and research demonstration grants, and numerous state and local contracts. She is currently the Community Treatment Provider Principal Investigator on a Brief Strategic Family Therapy Protocol under the oversight of the University of Miami and funded by the National Institute on Drug Abuse Clinical Trials Network.

Darin Wallis

Adjunct Faculty

PhD Candidate, University of Denver

MSW, Colorado State University

LCSW, LMFT, CACIII

Mr. Wallis specializes in family therapy, couples/relational therapy, substance abuse counseling, adolescent therapy & individual therapy. He received his MSW from Colorado State University and a BA in Psychology, Sociology from Adams State College. Along with Jamie Blair Echevarria, Darin coordinates Denver Family Therapy Center's Adolescent Substance Abuse Program and has a small private practice. Darin is a faculty member and clinical supervisor at Denver Family Institute, sits on the State Board of Directors for the Colorado Association of Marriage and Family Therapy, and is an AAMFT Clinical Member and Approved Supervisor.

N. Eugene Walls

Assistant Professor

PhD, University of Notre Dame

MA, University of Notre Dame

MS, University of Texas at Austin

Assistant Professor N. Eugene Walls earned his doctoral degree in sociology and is a community practice specialist. His academic and research interests include gender, sexuality, homelessness, stereotypes, social stratification and social movements. His professional social work experience includes positions with the United Cerebral Palsy Association, Kidspace National Centers for Kids in Crisis and The Center for the Homeless in South Bend, Indiana. At GSSW, Walls teaches courses in multicultural social work practice and in research methods and design.

James Herbert Williams

Dean and Professor

PhD, University of Washington

MPA, University of Colorado

MSW, Smith College

Professor James Herbert Williams is Dean of the Graduate School of Social Work. Prior to his appointment in June, 2007, he was Foundation Professor of Youth and Diversity at the School of Social Work in the College of Public Programs at Arizona State University. His funded research includes grants from the National Institutes of Child Health and Human Development, the National Institute of Mental Health, the Danforth Foundation, the National Institute of Diabetes and Digestive and Kidney Disease, and the Departments of Justice, Education, and Health and Human Services. Among his publications, his research and scholarship have focused on K-12 academic performance, youth violence, delinquency prevention, adolescent substance use, race and gender differences, and mental health service needs and utilization patterns in urban schools. Dean Williams has also published widely in the area of health promotion and disease prevention among African-American women.

GSSW Staff Directory

Mary Carver

System Administrator
Room 148
Telephone: (303) 871-7441

Linda Clark

Assistant Dean of Operations
Room 304
Telephone: (303) 871-2917

Ethan Crawford

Digital Instruction Specialist
Room 318
Telephone: (303) 871-4680

Linda Daubers

Assistant to the Director of Admission and
Financial Aid
Room 265
Telephone: (303) 871-871-2602

Andy Downing

Field Education Program Administrator
Room 276
Telephone: (303) 871-2844

Anne Enderby

Executive Assistant to the Dean
Room 306
Telephone: (303) 871-2839

Ryan Garrett

Manager of Technology Operations
Room 236
Telephone: (303) 871-2262

Deborah Jones

Director of Communications and Marketing
Room 363
Telephone: (303) 871-3114

Lynette Jones

Faculty Support
Room 371
Telephone: (303) 871-3940

Lorie Klumb

Outreach and Continuing Education Director
Room 367
Telephone: (303) 871-7462

Michelle Martinez

Faculty Support
Room 373
Telephone: (303) 871-3940

Stephanie Panion

Development & Outreach Coordinator
Room 369
Telephone: (303) 871-2779

Jennie Ratico

Office Manager
Room 365
Telephone: (303) 871-2774

Araceli Repp

Receptionist
Front Desk
Telephone: (303) 871-2886

Colin Schneider

Director of Admission and Financial Aid
Room 263
Telephone: (303) 871-3634

Sarah Sweetman

GSSW Registrar
Room 259
Telephone: (303) 871-2843