DePaul University

Department of Social Work

MSW Program Student Handbook

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DePaul University
MSW PROGRAM HANDBOOK

Introduction

The DePaul University Master of Social Work (MSW) degree program was begun in 2005, extending the university's special commitment to service, justice, and opportunity. The degree offers graduate, professional option to those who are interested in studying social work within the context of a Vincentian, Catholic, and urban institution. The aims and goals of the program center on education for ethical practice; the program exists as a partnership between students, agencies, and the university, whose representatives work to create a program and a curriculum which prepares students for lifelong learning and models progressive MSW practice in its entirety. The program was granted departmental status by the University in 2014, and in 2018, the department was functionally moved into the Urban Cluster within the College of Liberal Arts and Social Sciences. This publication refers to the MSW degree program and the department of social work interchangeably.

The information and policies put forth in this handbook are designed to clarify university, program, and professional expectations for students. The academic policies related to the program are intended to be in keeping with those of the College of Liberal Arts and Social Sciences and the university. It is hoped that this Handbook is useful to students as they progress thru the degree program and join the profession of social work. Updates or addendums to this Handbook will be disseminated widely, including being made available on the MSW degree program's website: https://las.depaul.edu/academics/social-work/student-resources/Pages/default.aspx

The Handbook is organized by topics relevant to students. Periodic updates to the Handbook will be distributed electronically to all students and made available in hard copy when requested. Generally, institutional policies and procedures in this document are enclosed by two vertical lines (as an example: │text│), such as the University's Mission Statement.

History & Mission of DePaul University

DePaul University is a Catholic, urban institution that is inextricably linked to the rise and complexities of the greater Chicago region. Begun in 1898, DePaul University was founded by the Congregation of the Mission (better known as the 'Vincentians', followers of St. Vincent de Paul) and is currently the nation's largest Catholic institution and is among the largest private institutions in the country. DePaul currently enrolls more than 22,000 students (approximately 1/3 at the graduate level) and has six campuses, including 2 main campuses in the city of Chicago (Loop and Lincoln Park). The university houses ten colleges, offering more than 300 majors, concentrations, and specializations. A teaching institution, DePaul is also known for its entrepreneurial spirit, commitments to service and social justice, and its support of diversity, especially within the context of global understanding.

The university's commitments are expressed in its **Mission Statement**.

This mission statement embodies the principal purposes of DePaul University. As such it is the nexus between past, present and future; the criterion against which plans are formulated and major decisions made; the bond which unites faculty, students, staff, alumni, and trustees as an academic community. As a university, DePaul pursues the preservation, enrichment, and transmission of knowledge and culture across a broad scope of academic disciplines. It treasures its deep roots in the wisdom nourished in Catholic universities from medieval times. The principal distinguishing marks of the university are its Catholic, Vincentian, and urban character.

Central Purposes

DePaul, in common with all universities, is dedicated to teaching, research, and public service. However, in pursuing its own distinctive purposes, among these three fundamental responsibilities this university places highest priority on programs of instruction and learning. All curricula emphasize skills and attitudes that educate students to be lifelong, independent learners. DePaul provides sufficient diversity in curricular offerings, personal advisement, student services, and extracurricular activities to serve students who vary in age, ability, experience, and career interests. Full-time and part-time students are accorded equivalent service

and are held to the same academic standards.

As a comprehensive university, DePaul offers degree programs at the undergraduate and graduate levels and a range of professional programs. The liberal arts and sciences are recognized not only for their intrinsic value in undergraduate and graduate degree programs, but also because they are foundational for all specialized undergraduate programs and supportive of all advanced professional programs. The university maintains that depth of scholarship to offer the doctorate in selected academic disciplines. Libraries, computer resources, and other academic support services match the levels and diversity of degree programs.

Research is supported both for its intrinsic merit and for the practical benefits it offers to faculty, students, and society. Broadly conceived, research at the university entails not only the discovery and dissemination of new knowledge but also the creation and interpretation of artistic works, application of expertise to enduring societal issues, and development of methodologies that improve inquiry, teaching and professional practice.

In meeting its public service responsibility, the university encourages faculty, staff and students to apply specialized expertise in ways that contribute to the societal, economic, cultural and ethical quality of life in the metropolitan area and beyond. When appropriate, DePaul develops service partnerships with other institutions and agencies.

Students and Faculty

DePaul invites to its programs of study students from across the nation. Originally founded for students from the greater Chicago area, and still serving them predominantly, DePaul continues its commitment to the education of first generation college students, especially those from the diverse cultural and ethnic groups in the metropolitan area. Admission standards for all degree programs are selective or highly selective. In admitting students the university places greatest weight on intellectual potential and academic achievement. It seeks diversity in students' special talents, qualities, interests, and socio-economic background.

DePaul University seeks to manage its resources effectively so as to control the costs it charges students for programs and services. Moreover, it makes available as much financial aid as possible to assure access to a broad range of talented students. The university identifies and offers special assistance to students of high potential

who have been handicapped by educational, personal or societal obstacles beyond their control.

From its first charter DePaul has supported a philosophy which now is expressed as being an equal opportunity educator and employer. DePaul continues to provide equal opportunities to students and employees without regard to age, national origin, race, sex, handicap, creed or color. Moreover, it strives to recruit faculty and staff who reflect the diverse mix of the student body.

The faculty, learned yet learning, gives substance to the mission of the university. These men and women personify the intrinsic value of scholarly inquiry and the force of creative and intellectual efforts. Through their dedication to learning, their contributions to a personalistic environment, and their faith in the potential of their students, the faculty and staff serve as role models for students.

Distinguishing Marks

By reason of its Catholic character, DePaul strives to bring the light of Catholic faith and the treasures of knowledge into a mutually challenging and supportive relationship. It accepts as its corporate responsibility to remain faithful to the Catholic message drawn from authentic religious sources both traditional and contemporary. In particular, it encourages theological learning and scholarship; in all academic disciplines it endorses critical moral thinking and scholarship founded on moral principles which embody religious values and the highest ideals of our society.

On the personal level, DePaul respects the religiously pluralistic composition of its members and endorses the interplay of diverse value systems beneficial to intellectual inquiry. Academic freedom is guaranteed both as an integral part of the university's scholarly and religious heritage, and as an essential condition of effective inquiry and instruction.

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a religious community whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society. DePaul University emphasizes the

development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

As an urban university, DePaul is deeply involved in the life of a community which is rapidly becoming global, and is interconnected with it. DePaul both draws from the cultural and professional riches of this community and responds to its needs through educational and public service programs, by providing leadership in various professions, the performing arts, and civic endeavors and in assisting the community in finding solutions to its problems.

Adopted by
the Board of Trustees
November, 1991

History and Mission of the MSW Program

In the 1990's DePaul University experienced significant growth, particularly at the undergraduate level, prompting the university to increase degree options, particularly at the graduate level, which were centrally connected to the heritage and strategic vision of the university. Centering on service to others, social justice, and respect for human diversity, the profession of social work has much in common with the Vincentian identity of DePaul University and in 2003, the university began development of the MSW program. Housed initially in the Department of Sociology, the MSW degree program began offering part-time courses in 2005 and in 2006, offered the first year of the full-time curriculum, including field placements. Currently there is one concentration offered in the program, 'Community Practice'. The offices of the program are housed exclusively on the Loop campus. The program's first degrees were conferred in 2008.

MSW Program Mission Statement

The DePaul University Master of Social Work Program extends the university's global Vincentian mission of service to marginalized groups, particularly those in the Chicago urban community. The program offers rigorous, personalized, and responsive education, through collaboration with university and community partners in pursuit of social and economic justice. The DePaul University Master of Social Work Program is designed to foster excellence in community-based practice with an emphasis on ethics, leadership, and scholarship.

DePaul University
MSW Program Goals
Goals:

A: The DePaul University Master of Social Work Program will provide a context which is supportive of rigorous study and scholarship that directly informs integrative practice.

B: The DePaul University Master of Social Work Program, in extending the Vincentian identity will provide a learning and organizational context which is appreciative of human diversity and facilitative of social and economic justice.

C: The DePaul University Master of Social Work Program will collaborate with other units within the University and with community partners to improve the welfare of historically oppressed populations and communities.

D: The DePaul University Master of Social Work Program will provide professional education in ethical community-based practice with individuals, family groups, community organizations, and institutions.

The MSW program's Mission and Goals are supported by the curriculum and operational functions of the academic unit. The program routinely assesses its facilitation and accomplishments of its goals and objectives and that data is used to continuously inform program development.

Curriculum: Each of the MSW classes (including field education) are 4 credit hours; independent study courses (MSW-499) can range between 1 - 4 academic hours. The MSW Program operates on the quarter system with the academic year commencing in early September and ending in early June. There is a full-time, 2 year enrollment option and a part-time, 4 year enrollment plan. The 4 year program is designed especially for working students. Students in the full-time program must complete a 2 - 3 day/week internship in each year of their enrollment in the MSW program; students in the part-time program complete their internships in the second and fourth year of their studies.
Students may apply for internships at their places of employment for one of their two required field placements if they are working in an organization providing social services. All 2 year students are required to be enrolled in a minimum of 8 (academic) hours per quarter in order to remain in good standing in the MSW Program and maintain an overall grade point average of 2.5, while 4 year program students may be enrolled in less credit hours in certain quarters. A listing of the MSW course descriptions follows below, after admissions policies.

Admissions and Academic Policies Supporting the MSW Degree Program

Admissions

The program's admission criteria center on assessing readiness for graduate education and readiness for the profession of Social Work. The MSW Program's admissions eligibility requirements include the following:

- graduation from an accredited baccalaureate institution
- overall minimum of 2.7 GPA (on a 4.0 scale)
- potential for professional success as demonstrated by references and/or relevant paid or non-paid professional experience
- a demonstrated commitment to the aims and goals of the profession of MSW (as evidenced by references, select academic study, experience, and/or special insight which can be demonstrated in the narrative portions of the admissions application).

The MSW Program Admissions application consists of the following:

- Application (online), including personal questionnaire (four questions found in the supplementary application)
- Two references (1 academic, 1 work), if applicant cannot provide the required mix of references, an explanation should be provided in a cover letter and the applicant should notify the graduate admissions office of the change in reference selection
- Official transcripts from each educational institution attended
- Updated resume
- Non-refundable application processing fee

Successful applicants can be admitted to the program in the following ways:
- unconditionally, with full ability to enroll in the program without preconditions
- conditionally, with ability to enroll in the program while maintaining specified (at the time of admissions offer) GPA and/or other statuses for a specified period (at the time of admissions offer)
- provisionally, with the ability to enroll in the program once a condition (such as the provision of a final transcript indicating baccalaureate degree completion) has been met.

Students apply for enrollment in the Autumn Quarter. While students admitted early enough can subsequently move their start term back and take courses before fall, because of the structure of the internships, students still graduate with the fall-start cohort. Once offered admission, students may defer enrollment for up to one year; all requests for deferral must be made in writing.

Students enrolled in the MSW program have the choice of two concentrations: **Community Practice** or **Forensic Social Work**. Students will be asked to select one of the two concentrations during their next-to-last year in the program.

MSW 401: Professional Writing and Development

This course introduces students to the expectations and constraints of writing and other forms of communication within the profession of social work. This course also reviews the connections between communication and professional advancement and introduces students to preparing for professional presentations and conferences. Social work careers are increasingly more challenging and varied. Social workers must be prepared to change assignments, cases, and tasks regularly and must be able to communicate in a manner that transcends singular agencies or organizations. Effective communication strategies are required for successful professionals and efficient organizations. The practice of professional social work requires accurate and persuasive communication in multiple formats. This required, foundation-level course is designed to introduce students to the major possibilities and constraints of professional writing and other forms of communication as well as survey the career paths available to professional social workers. There is an emphasis on writing for professional settings including case studies, mandated reports, summaries, and professional publication.

Pre-Requisite Status as an MSW degree seeking student **or** instructor permission

MSW 411: Human Behavior and Social Environment I

This is the first course of a two-part sequence designed to develop an understanding about human behavior and the social environment. This course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems. The focus is on a normative development with an emphasis on the strengths perspective. This course supports the values of diversity in society and social justice.

Throughout this two quarter sequence, students will be introduced to varied theoretical paradigms for explaining and predicting human behavior so students will be exposed to both complexity and controversy within the field. Using a biopsychosocial theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the first half of the life span: conception, infancy, childhood, adolescence and young adulthood. It explores these life stages within the contexts of biological, psychological, and social systems. As students will learn, each theoretical paradigm is a social construct, uniquely offering strengths and limitations as well as value biases. Therefore, the development of a critical analytical perspective is crucial in the study of each theory. Students are thus encouraged to develop critical thinking skills as they examine the adequacy of the theories and research that they are taught so that they may appreciate the strengths and limitations of the knowledge that they are acquiring.

This course takes into consideration the following factors that influence human behavior: ethnicity, age, culture, race, social class, poverty, gender, sexual orientation, spirituality, genetics, and an urban social environment. These contexts are used to understand the functioning of individual as members of families, groups, communities and larger social organizations, in order to better understand how social workers develop interventions targeting the micro, meso, and macro-systems levels. Special attention is given to the impact of social problems, human diversity, discrimination and oppression on the individual's ability to access community resources in order to reach optimal health and well-being. The goal of this approach is to help social work students develop an understanding and tolerance for variant family constellations, lifestyles, and life choices. Students are encouraged to develop a professional value system that respects difference.

Pre-requisite: Status as an MSW degree seeking student **or** instructor permission

MSW 412: Human Behavior and Social Environment II

This is the second course of a two-part sequence designed to develop an understanding about human behavior and the social environment. This course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems, organizations, and institutions. The focus is on a normative development with an emphasis on the strengths perspective. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the second half of the life span: young adulthood, middle adulthood, later adulthood and end of life. It explores these life stages within the contexts of biological, psychological, and social systems. This course takes into consideration the following factors that influence human behavior: ethnicity, age, culture, race, social class, poverty, gender, sexual orientation, spirituality, genetics, and an urban social environment. These contexts are used to understand the functioning of individual as members of families, groups, communities and larger social organizations, in order to better understand how social workers develop interventions targeting the micro, meso, and macro-systems levels. Special attention is given to the impact of social problems, human diversity, discrimination and oppression on the individual's ability to access community resources in order to reach optimal health and well-being. The goal of this approach is to help social work students develop an understanding and tolerance for variant family constellations, lifestyles, and life choices. Students are encouraged to develop a professional value system that respects difference.

Pre-Requisites: Status as an MSW degree seeking student and MSW 411, or instructor permission

MSW 421: Introduction to Social Work Research

This course presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice. It presents social justice as an overarching paradigm in the study of social work research. MSW 421 presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice and ethics. The course primarily focuses on the quantitative method, but qualitative methods are also covered. The course covers the research process from problem identification through the conceptualization of research questions, sampling, design, measurement, data collection, analysis, and dissemination of findings. Additionally the course pays specific attention to ethics in research and issues of race, class, gender and sexual orientation. As an alternative to the quantitative research method, the course touches briefly on qualitative methods. The course makes use of examples and readings that focus on conducting research with individuals, families, and communities in urban environments. Students engage in a critical analysis of the quantitative research method and consider alternative methods of developing knowledge as it pertains to social work. Additionally, the course provides a basic coverage of data analysis using both the quantitative and qualitative research methods with the goal of developing student's conceptual understanding and ability to critically interpret research findings.

Pre-Requisites: Status as an MSW degree seeking student **or** instructor permission

MSW 431: Introduction to Social Welfare Policy

All of professional social work practice is grounded in policy knowledge and theory. This foundation-level course is designed to provide students with the entry-level knowledge of social work ethics and values, policy formation and analysis, and practice skills necessary to impact and interpret the rules and regulations surrounding social welfare. Emphasis is placed on understanding political processes at the agency, local, regional and federal level and attention is given to economic considerations as well as the unique role of social welfare policy in regulating the lives of clients, particularly those from historically oppressed groups including women, children, people of color, people with disabilities, the aged, gay, lesbian, bisexual and transgender people, people from various

ethno-cultural backgrounds, people with diverse religious beliefs, recently arrived immigrants, people for whom English is a second language and others in the urban environment.

Content covered in this course includes constructs from United States history, political science, and economics, in addition to social work practices and principles. The course focuses on the analysis of social policies utilizing social work ethics and values. This course is the first of two required social welfare policy courses for MSW degree candidates; the assignments for this course relate to assignments in the second policy course, MSW 432. Students who are admitted into the MSW degree program or who are planning to take both policy courses should store their documents electronically so that they may be retrieved for future review and use.

Pre-Requisites: Status as an MSW degree seeking student **or** instructor permission

MSW 432: Social Welfare Policy II

This is the second of two required Social Welfare Policy courses in the MSW curriculum. This concentration course focuses on policy practice (including advocacy) skills in agencies and organizations. While including a review of analytical techniques, emphasis in this course is on the human interactions which shape policy development, review, and implementation.

Attention will be paid to the unique position of social workers and social work values in impacting those plans and processes which guide services that are based in agencies and institutions, including government. Building on the work begun in MSW 431 (Social Welfare Policy I), students learn those skills and applications which influence social policy using social work values and ethics as a major lens thru which policy practice is facilitated. Emphasis on social justice and human rights will be facilitated in the course as one key responsibility of (all social work) policy practitioners. As much of the content of the course will center on specific client, agency, and institutional contexts, students will need social work practice experience to ground their observations and work in this course. The course will focus on how laws and regulations are enacted and on skills in communications, lobbying, advising and other forms of influencing policy decision-makers in the interest of social justice. Only students who have successfully completed MSW 431 can be enrolled in this course.

MSW 450 – Special Topics in Social Work

See schedule for current offerings. Graduate standing required.

MSW 481: Foundation Practice I

This course is the first in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with diverse individuals and families in an urban context. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness.

Additionally, the foundation practice sequence gives attention to the importance of diversity within oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual, and transgender people, people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language. The sequence prepares students for advanced, community practice.

The course will explore the implementation of the ecosystems perspective as it applies to a generalist practice. The course will also cover the relationship between professional and personal values, social work ethics, assessment, relationship building, implementing change strategies, and practice evaluation.

Experiential exercises and assignments will be utilized to help students apply the practice concepts presented in

this course. Students will be asked to share their field experiences in class to link course content to field work. Experiential exercises utilizing role playing and small group work will allow students to practice the skills in a supportive environment.

Pre-Requisites: Admission to the MSW Program. This course is to be taken concurrently with MSW 491 (Foundation Field Education I) and is required of all students enrolled in the first year field sequence.

MSW 482: Foundation Practice II

This course is the second in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with groups in an urban context. The course will emphasize the development, implementation, and evaluation of various forms of therapeutic groups along with some content on organizational task groups. Task groups will be covered more thoroughly in MSW 483.

Additionally, the foundation practice sequence gives attention to the importance of diversity within oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual, and transgender people, people from various ethno- cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language. The sequence prepares students for advanced, community practice.

Course instruction will emphasize didactic lecture, but group-simulation experiential exercises will also be an important part of presenting the content. Students will also be required to conduct an analysis and presentation of a group experience from their internship.

The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness.

Pre-Requisites: Admission to the MSW Program. This course is to be taken concurrently with MSW 492 (Foundation Field Education II) and is required of all students enrolled in the first year field sequence.

MSW 483: Foundation Practice III

This course is the third in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work within communities and organizations. Specifically, this course introduces skills associated with task groups which serve to meet client needs in communities and organizations. The course is grounded in the empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness.

Additionally, the foundation practice sequence gives attention to the importance of diversity within oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual, and transgendered people; people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language. The sequence prepares students for advanced, community practice.

Pre-Requisites: Admission to the MSW Program and successful completion of MSW 482 & MSW 492. This course is to be taken concurrently with MSW 493 (Foundation Field Education III) and is required of all students enrolled in the first year field sequence.

MSW 491: Foundation Field Education Seminar I

This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies.

This course is the first of three field education courses which are required of all MSW degree students. Students enrolled in this course must also be concurrently enrolled in MSW 481. (Foundation Practice I). The foundation field education course also requires working in an approved field placement for 160 agency contact hours during the autumn quarter. Students should be mindful that they need to complete a minimum of 540 hours during the academic year.

The course will meet several times during the autumn quarter. Issues related to practice will be discussed, including ethics, networking with community organizations, diversity, and supervision.

Social work is practiced in agencies and organizations that work directly with people. Students in this course are placed in human service organizations or agencies where they will develop skills in interviewing, data collection, problem identification, and formulating goals with clients within the context of professional social work values and ethics and the auspices of the agency in which the student is based. Students are required to develop an understanding of the agency's history and purposes, its programs and services, and its role in the greater urban community. Students must always be able to demonstrate a professional awareness of self in working with clients as well as an understanding of human diversity as it relates to working with clients and working towards restorative and social justice.

The course provides students the opportunity to explore a range of concepts that support the learning objectives of the Foundation course sequence, and include:

o   **Exposure of students to a wide range of practice situations**
o   **Provide opportunities for discussion of field related issues**
o   **Provide opportunities for trouble shooting and problem solving of pragmatic and procedural aspects of field instruction**
o   **Provide a forum for the development of the "professional self" and skills necessary to participate in professional consultation**

The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. Each student is required to submit a learning contract specific to their placement agency each quarter. The learning contract should include learning activities which can reasonably be accomplished within the academic quarter and which reflect both student and program learning needs.

Pre-Requisites:

(1)   Admission to the DePaul University MSW Program
(2)   Concurrent enrollment in MSW 481
(3)   Confirmation of field placement for academic year
(4)   Department permission required.

MSW 492: Foundation Field Education Seminar II

This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies.

This course is the second of three field education courses which are required of all MSW degree students. Students enrolled in this course must also be concurrently enrolled in MSW 492. (Foundation Practice II). The foundation field education course also requires interning in an approved field placement for at least 180 agency contact hours during the winter quarter. Students should have completed at least 180 hours at their internship prior to the start of the winter quarter and must complete a minimum of 540 internship hours during the academic year. The course will meet several times during the winter quarter. Issues related to practice will be discussed, including ethics, networking with community organizations, diversity, and supervision.

Social work is practiced in agencies and organizations that work directly with people. Students in this course are placed in human service organizations or agencies where they will develop skills
in interviewing, data collection, problem identification, and formulating goals with clients within the context of professional social work values and ethics and the auspices of the agency in which the student is based. Students are required to develop an understanding of the agency's history and purposes, its programs and services, and its role in the greater urban community. Students must always be able to demonstrate a professional awareness of self in working with clients as well as an understanding of human diversity as it relates to working with clients and working towards restorative and social justice. The course provides students the opportunity to explore a range of concepts that support the learning objectives of the Foundation course sequence, and include:

o   **Exposure of students to a wide range of practice situations**
o   **Provide opportunities for discussion of field related issues**
o   **Provide opportunities for trouble shooting and problem solving of pragmatic and procedural aspects of field instruction**
o   **Provide a forum for the development of the "professional self" and skills necessary to participate in professional consultation**

The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. Each student is required to submit a learning contract specific to their placement agency each quarter. The learning contract includes learning activities which can reasonably be accomplished within the academic quarter and which reflect both student and program learning needs.

Pre-Requisites:

(1)   Admission to the DePaul University MSW Program
(2)   Concurrent enrollment in MSW 482
(3)   Confirmation of field placement for current academic year
(4)   Department permission required.

MSW 493: Foundation Field Education Seminar III

This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals, families, and groups using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies.

This course is the third of three foundation field education courses which are required of all MSW degree students. Students enrolled in this course must also be concurrently enrolled in MSW 483 (Foundation Practice III). The foundation field education course requires working in an approved field placement for at least 180 agency contact hours during the spring quarter. Students must complete a total of 540 hours by the end of spring quarter. The student will also be required to actively participate in a meeting with the Field Instructor and the Field Liaison at the end of the quarter to discuss the student's progress and quarterly evaluation. The course will meet several times during the spring quarter. Issues related to practice will be discussed, including ethics, networking with community organizations, diversity, and supervision.

Social work is practiced in agencies and organizations that work directly with people. Students in this course are placed in human service organizations or agencies where they will develop skills in interviewing, data collection, problem identification, and formulating goals with clients within the context of professional social work values and ethics and the auspices of the agency in which the student is based. Students are required to develop an understanding of the agency's history and purposes, its programs and services, and its role in the greater urban community. Students must always be able to demonstrate a professional awareness of self in working with clients as well as an understanding of human diversity as it relates to working with clients and working towards restorative and social justice.

The course provides students the opportunity to explore a range of concepts that support the learning objectives of the Foundation course sequence, and include:

o   Exposure of students to a wide range of practice situations
o   Provide opportunities for discussion of field related issues
o   Provide opportunities for trouble shooting and problem solving of pragmatic and procedural aspects of field instruction
o   Provide a forum for the development of the "professional self" and skills necessary to participate in professional consultation

The process for field placement and supporting policies are further articulated in the field education manual. Each student is required to submit a learning contract specific to their placement agency each quarter. The learning contract should include learning activities which can reasonably be accomplished within the academic quarter and which reflect both student and program learning needs.

Pre-Requisites:

(1)   Admission to the DePaul University MSW Program
(2)   Concurrent enrollment in MSW 483
(3)   Continuation in field placement for current academic year
(4)   Successful completion of MSW 481, MSW 482, MSW 491, and MSW 492
(5)   Department permission required.

MSW 499 – Independent Study [Prereq(s): Admission into MSW Program & Permission of Director]

Individually-supervised learning experience, usually involving extensive research and written analysis. Prerequisite(s): admission into MSW program and permission of Director.

MSW 501: Program Evaluation

Administrator and staff of social programs have experienced continued pressure to document the effectiveness of community-based programs. Public agencies, private funders and other external organizations now routinely require program evaluation as part of the funding package. Additionally, agency administrators and staff want to know if their programs are effectively helping their clients. These internal and external demands now make it essential that social workers are skilled in developing, implementing and utilizing program evaluation.

This course offers a comprehensive overview of how program evaluation fits in today's social service environment. It presents social justice as an overarching paradigm in the study of program evaluation. The course will cover three methods of program evaluation: needs assessments, outcome evaluations, and process evaluations. The course will also cover the history of evaluation and ethical considerations related to race, ethnicity and sexual orientation. The course also emphasizes the role of program evaluation with community-based organizations that exist in an urban context. Practical issues related to organizational mission, staff resistance, resource demands and evaluation ethics will be covered in order to offer a reality-based perspective on conducting program evaluation. The course is grounded in the Vincentian values of respect, advocacy, service, and inventiveness.

Pre-Requisites: Enrollment in the MSW Program and completion of MSW 421 Introduction to Social Work Research.

MSW 521: Fund Development and Management

This course introduces students to concepts and practices of fund development and management within social service agencies and programs. The topics covered in this course include: understanding the financial context of social service agencies; creating, implementing and adjusting budgets; and fundraising, which includes grant writing. This course is taken either concurrently with MSW 582 (Community Practice II) or before advanced field education. Successful completion of the MSW research sequence (MSW 421 is required for enrollment in this course. This course builds upon the constructs introduced in the advanced practice sequence.

MSW 561: Forensic Social Work Practice I

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice at the intersections of human services organizations and legal systems. This course prepares students to work directly with adults and juveniles who are involved in the justice system as well as victims of crime and their families across a range of community-based and institutional settings. The course emphasizes the intersections of race, poverty, gender, and other factors to prepare students to work effectively in a range of settings to promote humane treatment and social justice. After an initial emphasis on clinical and risk assessment, this course begins to introduce students to major evidence-based treatment models for treating individuals involved in the justice system and victims of crime. Students explore ethical issues unique to forensic social work.
Pre-Requisite: Successful completion of MSW 483 and MSW 493.

MSW 562: Forensic Social Work Practice II

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice at the intersections of human services organizations and legal systems. The course emphasizes the intersections of race, poverty, gender, and other factors to prepare students to work effectively in a range of settings to promote humane treatment and social justice. This course expands the focus on learning and applying major evidence-based treatment models for treating individuals involved in the justice system and victims of crime. Students will also develop skills in evaluating programs and practices, along with examining relevant ethical considerations. Prerequisites for the course are the successful completion of MSW 561 and MSW 571.

MSW 563: Forensic Social Work Practice III

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice at the intersections of human services organizations and legal systems. The course emphasizes the intersections of race, poverty, gender, and other factors to prepare students to work effectively in a range of settings to promote humane treatment and social justice. In this course students utilize knowledge gained in the pre-requisites and in their internships to develop a project scenario in which they feature a client (e.g., someone accused, an offender, a victim's family, etc.) and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Students also consider and discuss professional identity and goals. Prerequisites for the course are the successful completion of MSW 562 and MSW 572.

MSW 571: Forensic Field I

This course is the first course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 561, as well as enrollment in an approved field agency placement specializing in Forensic Social Work. The course is designed to assist students processing the theoretical, analytical, and practical skills needed to practice Forensic Social Work.

MSW 572: Forensic Field II

This course is the second course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 562, as well as enrollment in an approved field agency placement specializing in Forensic Social Work. The course is designed to assist students processing the theoretical, analytical, and practical skills needed to practice Forensic Social Work. Prerequisites for the course are the successful completion of MSW 561 and MSW 571.

MSW 573: Forensic Field III

This course is the third course in a three-part field education sequence. This course requires simultaneous enrollment in MSW 563, as well as enrollment in an approved field agency placement specializing in Forensic Social Work. The course is designed to assist students processing the theoretical, analytical, and practical skills needed to practice Forensic Social Work. Prerequisites for the course are the successful completion of MSW 562 and MSW 572.

MSW 581: Community Practice I

Using select theoretical approaches, including empowerment practice, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the first of three consecutive, required (advanced) practice courses, is on leadership and management of human service organizations. This course introduces students to the knowledge, skills and professional values essential to leadership of community-based or community-serving programs and organizations. This course covers leadership theories, styles, and techniques; supervision and facilitation; and the critical role(s) leadership play(s) in agency and program administration. Special attention is paid to the unique considerations of people with diverse backgrounds (and representatives of other marginalized

groups) in leadership positions as well as working towards the promotion of social and economic justice. It is required that this course be taken concurrently with MSW 591 (Advanced Field Education I). Pre-Requisite: Successful completion of MSW 483 and MSW 493.

MSW 582: Community Practice II

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the second of three consecutive, required (advanced) practice courses, is on program planning. This course introduces students to the skills and knowledge needed to plan and design programs in community-based, people-serving organizations, starting with problem analysis and needs assessment. Related topics such as understanding the multiple dimensions of social problems, operationalizing concerns, and the importance of collaboration and addressing diverse groups' needs within a community practice framework are also addressed. Measures for accountability and effectiveness, especially for professional social workers, are also addressed. Attention is also given to the needs of historically-marginalized groups and planning for full social and economic justice. It is required that this course be taken concurrently with MSW 592 (Advanced Field Education II).

Pre-Requisite: Successful completion of MSW 581.

MSW 583: Community Practice III

Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the final of three consecutive, required (advanced) practice courses is on resource development and marketing. This course continues facilitation in planning and designing programs in community-based or community-serving organizations while also providing students with opportunities to integrate fund development, program evaluation, and effective stewardship of resources to leverage lasting social change, especially on behalf of historically-oppressed communities. Additional related topics include analysis of organizational change, partnerships, strategic planning, and quality assurance. It is required that this course be taken concurrently with MSW 593 (Advanced Field Education III).

Pre-Requisite: Successful completion of MSW 582.

MSW 591: Advanced Field Education Seminar I

This three-part course is the final, advanced field education sequence which requires concurrent enrollment in MSW 581 (and 582, 583 in subsequent academic quarters). This course also requires enrollment in an approved field agency placement for the entire academic year, where students are required to complete a minimum of 180 contact hours at the agency during the autumn quarter. Students should keep in mind that they must complete 580 hours during the academic year. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 592: Advanced Field Education Seminar II

This course is the second in the final, three-part, advanced field education sequence, and requires concurrent enrollment in MSW 582 as well as successful completion of MSW 581 and MSW 591. This course also requires enrollment in an approved field agency placement for the entire academic year where students are required to complete a minimum of 580 hours over the academic year. Typically, students in MSW 592 are expected to complete a **minimum of 190 contact hours** at the agency during the Winter Quarter.

This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 593: Advanced Field Education Seminar III

This course is the third in the final, three-part, advanced field education sequence and requires concurrent enrollment in MSW 583 (and successful completion of MSW 582 and MSW 592). This course also requires enrollment in an approved field agency placement for the entire academic year, where students are required to complete a minimum of 580 contact hours at the agency during the academic year. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW Program Curriculum Grid

	Autumn Quarter	Winter Quarter	Spring Quarter
FULL-TIME OPTION 1st Year	Human Behavior and the Social Environment I MSW 411 Professional Writing and Development MSW 401 Foundation Practice I MSW 481 Foundation Field Ed. I MSW 491	Human Behavior and the Social Environment II MSW 412 Introduction to SW Research MSW 421 Foundation Practice II MSW 482 Foundation Field Ed. II MSW 492	Social Welfare Policy I MSW 431 Foundation Practice III MSW 483 Foundation Field Ed. III MSW 493
2nd Year	Social Welfare Policy II MSW 432 Forensic SW I or Community Practice I MSW 561/MSW 581 Forensic Field I or Advanced Field Ed. I MSW 571 / MSW 591	SW Elective Fund Development & Management MSW 521 Forensic SW II or Community Practice III MSW 562/MSW 582 Forensic Field II or Advanced Field Ed. II MSW 572 / MSW 592	SW Elective Program Evaluation MSW 501 Forensic SW III or Community Practice I MSW 563/MSW 583 Forensic Field III or Advanced Field Ed. III MSW 573 / MSW 593
PART-TIME OPTION 1st Year	Human Behavior and the Social Environment I MSW 411 Professional Writing and Development MSW 401	Human Behavior and the Social Environment II MSW 412 Introduction to SW Research MSW 421	Social Welfare Policy I MSW 431
2nd Year	Foundation Practice I MSW 481 Foundation Field Ed. I MSW 491	Foundation Practice II MSW 482 Foundation Field Ed. II MSW 492	Foundation Practice III MSW 483 Foundation Field Ed. III MSW 493
3rd Year	Social Welfare Policy II MSW 432	SW Elective Fund Development & Management MSW 521	SW Elective Program Evaluation MSW 501
4th Year	Forensic SW I or Community Practice I MSW 561/MSW 581 Forensic Field I or Advanced Field Ed. I MSW 571 / MSW 591	Forensic SW II or Community Practice II MSW 562/MSW 582 Forensic Field II or Advanced Field Ed. II MSW 572 / MSW 592	Forensic SW III or Community Practice I MSW 563/MSW 583 Forensic Field III or Advanced Field Ed. III MSW 573 / MSW 593

Notes on MSW/MA in WGS Dual Degree Program

A joint MSW/MA in Women's and Gender Studies offers a unique program with a focus on gender, community, and social justice. It will provide students with an excellent foundation for developing a women's and gender studies-based social work career trajectory.

Applicants to the joint MA/MSW degree program must meet separate admission requirements in full for WGS and Social Work, applying separately and being accepted into both programs. Priority deadline for applications for the MA in WGS Application is February 15, but we will continue to accept applications until April 1 which is the deadline for the MSW program.

The MA in Women's and Gender Studies is an interdisciplinary program that begins its sequence of classes in the Autumn quarter; we therefore only admit students to begin in the Autumn quarter of each year. Each cohort of students will take the core and capstone courses together, thus enabling a community of scholars to develop.

The Online Application is available at www.depaul.edu/apply. Most application materials can either be uploaded through the application or e-mailed to the Office of Graduate Admission at GradDePaul@depaul.edu. If available from your undergraduate institution(s), official electronic transcripts can be emailed as well. Otherwise, hard copies of your transcripts should be mailed to the DePaul University College of Liberal Arts and Sciences Office of Graduate Admission, 2400 N. Sheffield, Chicago, IL 60614. Please make sure your name is on all documents.

Women's and Gender Studies MA Admission Procedure and Requirements:

(1) One official transcript from a regionally accredited institution that shows successful completion of a Bachelor's Degree with at least a 3.0 GPA (on a 4.0 scale) and official transcripts from all other colleges and universities attended. Please note: international students should visit the LAS website for information about submitting official academic credentials.

(2) Two letters of recommendation, with at least one of the letter from an undergraduate professor. Letters can be uploaded through the online application or submitted (on letterhead in PDF format) directly to the Office of Graduate Admission at GradDePaul@depaul.edu. If letters are e-mailed, the recommender must include the Letter of Recommendation Form that indicates applicant's choice regarding right of access to the recommendation. This form is available on the WGS website.

(3) Admission Essay (750 words) in which you discuss your background and interests, situate yourself within the field of Women's and Gender Studies, and explain your interest in DePaul University's graduate program. If you are applying for the dual MSW-MA in Women's and Gender Studies Program,

please be sure to indicate this in the first paragraph of the essay.

(4) A writing sample (e.g., an upper-level undergraduate paper from a relevant course that indicates your preparedness for graduate study in our program).

(5) If you completed your undergraduate education outside of the U.S. and you are not a native speaker of English, a TOEFL score of 96/243/590 (internet/computer/paper) is also required. For the internet-based TOEFL, 22 is the minimum required score for each section.

MSW Admission Procedure and Requirements:

The program's admission criteria center on assessing readiness for graduate education and readiness for the profession of social work. The MSW program's admission eligibility requirements include the following:

(1) graduation from an accredited baccalaureate institution
(2) overall minimum of 2.7 GPA (on a 4.0 scale)
(3) potential for professional success as demonstrated by references and/or relevant paid or non-paid professional experience
(4) demonstrated commitment to the aims and goals of the profession of social work (as demonstrated by references, select academic study, experience, and/or special insight which can be demonstrated in the narrative portions of the admission application).

Application to the MSW Program is covered on page 10 of this manual

A campus visit is optional for all students applying to WGS. For information, or to set up a visit, contact Dr. Sanjukta Mukherjee, Graduate Director, Women's and Gender Studies at mailto:SMUKHER8@depaul.edu.

An overview of the curriculum follows. The students will complete the degree in three years rather than in four if they completed the degrees independently. The curriculum involves sharing four courses (16 credit hours) with two electives (8 credit hours) that are in the area of the student's interest that will serve both degrees. The curriculum is aligned with MSW national accreditation standards.

MSW / MA in Women's and Gender Studies Curriculum

Revised Version (2/2019)

	Autumn Quarter	Winter Quarter	Spring Quarter
1st Year	Human Behavior and the Social Environment I MSW 411 Feminist and Gender Theories WGS 400 Feminist Genealogies WGS 415	Human Behavior and the Social Environment II MSW 412 Introduction to Social Work Research MSW 421 Globalization, Transnationalism, and Gender WGS 465	Social Welfare Policy I MSW 431 Methods and Scholarship in WGS WGS 491 Elective
2nd Year	Foundation Practice I MSW 481 Foundation Field Ed. I MSW 491 Seminar in Graduate Proposal Writing WGS 473	Foundation Practice II MSW 482 Foundation Field Ed. II MSW 492 Gender, Agency, and Social Change WGS 485	Elective Foundation Practice III MSW 483 Foundation Field Ed. III MSW 493
3rd Year	Program Evaluation MSW 501 Community Practice I MSW 581 Advanced Field Ed. I MSW 591	Fund Development & Management MSW 521 Community Practice II MSW 582 Advanced Field Ed. II MSW 592	Final Project Independent Research WGS 493 Community Practice III MSW 583 Advanced Field Ed. III MSW 593

*** Professional Writing and Development (MSW 401) [REQUIRED FOR MSW] may be taken in Summer term before starting 1st year, between the 1st and 2nd year or as a 4th class in Autumn quarter

Academic Policies

Transfer Credit: Students who are accepted for admission into the MSW degree program can request that graduate course work done in other accredited institutions (or other graduate degree programs at DePaul University) be considered for academic credit in the MSW Program. The 'Transfer of Credit Request Form' must be completed by students and can be found in the appendix of this document. In addition the college's transfer of credit form and accompanying materials (https://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/transfer-of-credit.aspx) must be submitted.

Students must make their request for transfer credit consideration in writing either at the time of admission or before the end of their first quarter of enrollment in the program. Requests made after one quarter of enrollment will not be considered by the program.

Students will not be granted transfer credit for field education, practice or concentration courses in the MSW degree program (MSW 481, 482, 483, 491, 492, 493 or 500-level MSW course). Students may not apply for transfer credit if those courses were counted towards a previous, completed degree. Requests submitted after the conclusion of the student's first quarter of enrollment in the MSW program may not be reviewed. Students will be notified (in writing) of the program's decision regarding their transfer request.

Undergraduate Courses: The program does not currently accept any undergraduate level courses for credit in the graduate curriculum.

Credit for Life Experience: The program does not grant academic credit for life experience.

Accreditation: DePaul University is accredited by the North Central Association of Colleges and Schools (http://www.ncacasi.org). The MSW program was granted full, initial accreditation by the Council on Social Work Education's Council on Accreditation in February 2011. Accreditation was approved from 2007 to 2015 (http://www.cswe.org) and in 2015 extended through 2023.

Academic Integrity: The MSW Program, along with every other academic constituency of the University, is committed to open and life-long learning. All members of the faculty are compelled to report all suspected violations of the University's academic integrity policy to the LAS consultant on integrity through the online system (instructions https://offices.depaul.edu/academic-affairs/faculty-resources/teaching/academic-integrity/Pages/default.aspx. A description of the range of violations is appended to this manual.

Degree Completion Timetable: Graduate students must complete their degree requirements within six years of the date of matriculation in the program. In rare circumstances, the Program Director may grant extensions based on student's written requests, which must be submitted before the end of the final year of enrollment eligibility.

Elective Courses: The MSW Program curriculum requires all students to take at least two (4 credit hour) elective, graduate courses, either in the program or in other departments within the University or at other, accredited institutions of higher learning. If the course is taken at DePaul, students must ensure that the courses are at the graduate level (generally, 400 level or higher) and are recorded on the student's DePaul University grade report. For students who take elective courses at institutions other than DePaul, evidence of completion of the course must be submitted in the form of an official transcript to the MSW Program's registrar. Elective courses must be grade (A-F) eligible and will be counted in the student's overall GPA.

Enrollment Options: Currently, there are two enrollment options for the MSW (non-dual degree) Program, full-time (two years), and part-time (which can be completed in three or four academic years). Each degree option requires a minimum of 88 quarter hours for graduation (graduates of CSWE accredited BSW programs may be eligible for waivers of certain courses).
Applicants are asked to apply for a specific option at the time of admission, based primarily on their work and life circumstances. When space is available, students can request switching from one option to another; this is facilitated by the filing of a 'Change of Enrollment Status' application (which is appended to this document).

Grades: Students in the program must maintain an overall GPA of 2.5, this includes both academic and field-based courses. Students who receive course grades of less than a C- cannot earn credit for the class and must repeat the course to earn credit. Students who earn grades of less than a C- in any course may be subject to a program continuance review.

Good Standing: The program requires all two-year and advanced standing students to maintain a minimum of 2.5 overall GPA, and enroll in a minimum of 8 hours of course credit for each term in the program in order to maintain academic standing. Four-year program students may be enrolled in 4 credit hours or less some quarters. In some cases, exceptions are granted to students based on the consultation with the faculty advisor. Students who are not in good standing with the program may be subject to a program continuance review.

Graduation Requirements: Completion of the MSW degree requires a completion of a minimum 88 quarter hours which can be met on a full-time or part-time basis and included are two (academic) year-long, professional internships. All students must maintain an overall grade point average (GPA) of at least 2.5 (on a 4.0 scale) to remain in good standing in the MSW Program and the University. While the minimum, overall GPA required to graduate from the College is 2.5, the MSW program reminds students that other programs in social work generally require a 3.0 GPA to graduate and it is with those students that DePaul students will be competing with for professional positions.

Graduation with Distinction: Graduation with distinction requires an overall GPA of at least 3.9 (on a 4.0 scale).

Below are terms and/or academic designations which support the admissions, academic, and matriculation components.

Probation: Students enrolled in the MSW degree program will be placed on probation when their grade point average (GPA) falls below a 2.0, or (for full-time students) if a student fails to complete a minimum of 8 academic hours in any academic quarter, or when a student receives a rating of 'inadequate' in one or more areas of the program's professional comportment matrix. All students placed on probation will be required to take part in a continuance review to consider their plans for remediation and (possible) continuation in the MSW degree program. Students placed on probation will not be allowed to re-enroll in the program until the student has met all of the academic and professional conditions set forth in a formal continuance hearing. Students who elect not to participate in continuance reviews will be subject to dismissal from the program. Students who are dismissed can make a formal petition for reconsideration which should be addressed to the Dean of the College of Liberal Arts and Social Sciences or their representative.

Dismissal: Students who fail to acquire a professional field placement after three attempts by the program to facilitate internship arrangements, who receive failing grades in either practice (MSW 480 and MSW 560/580 courses) or field education (MSW 490 and MSW 570/590 courses), who are dismissed from field due to poor performance, who fail to make sufficient progress towards degree completion, who are found to be inadequate in one or more areas of the program's professional comportment matrix, who are found to have falsified documents and/or who are found in violation with one or more of the National Association of Social Worker's 'Code of Ethics', may be dismissed from the MSW degree program upon the completion of a continuance review. Students who elect not to participate in continuance reviews will be subject to dismissal from the program. Students who are dismissed can make a formal petition for reconsideration which should be addressed to the Dean of the College of Liberal Arts and Social Sciences or their representative.

Readmission: Students requesting readmission into the program after probation and/or dismissal must make their request in writing, based on criteria set forth in the University's Graduate Student Handbook, the MSW Student Program Manual, and/or the conditions set forth in the letter of termination or dismissal from the program. In order to be readmitted to the program, students must be able to secure an approved professional internship placement under the auspices of the MSW Program's Office of Field Education.

DePaul University

Campus

The Department of Social Work housed on the university's Loop campus. From time to time, the program may find it necessary or efficient to offer classes on other campuses, most notably the Lincoln Park campus. In such cases, students will be provided with as much advanced warning as possible.

Campus Connect

"Campus Connect" is the main electronic portal for information for students, faculty, and staff at the university. Campus Connect can be accessed on the DePaul University webpage (https://www.depaul.edu/Pages/default.aspx) through the "DePaul Shortcuts" button toward the top of the page, and is the first place students and others should go to access registration information, schedules, grading, financial aid, and other services and functions available from the university. Students, faculty, and staff require individual campus identification and passwords (see below) to access Campus Connect. Students can also retrieve enrollment verification information and other official documentation from Campus Connect.

How to log on to Campus Connect for the first time: The admission letter received from the Graduate School of Liberal Arts and Social Sciences already has the Campus Connect login ID (in caps) and (temporary) password printed in the lower left-hand corner. In the event that the password no longer works, contact the help desk at 312-362-8765.

Go to: https://campusconnect.depaul.edu and enter the ID and password in the blocks provided. You will be immediately instructed to change your password, and then you should blocks under "Student Homepage" For example, go to "Manage Classes" under this heading to register for classes, or to "Stcheck a balance due or your grades. This same set of ID and password also gives access to electronic library holdings, to D2L (the online classroom resource associated with each course,) and to the department's internship web site.

College of Liberal Arts and Social Sciences

The MSW Program is a member unit of the university's largest college, the College of Liberal Arts and Social Sciences (LAS; http://las.depaul.edu). Recently, the Department of Social Work was also added to the Urban Cluster of programs within the College.
Applicants to the MSW Program must also meet admissions requirements of LAS and students are subject to the same expectations and standards of all students enrolled in the college, including graduation and degree conferral. Graduates of the MSW Program take part in the LAS Graduation ceremony.

Financial Aid for Graduate Students:

The Financial Aid contact number is (312) 362-8091. Students should make sure Financial Aid knows that they are specifically in the MSW Program (not simply LAS) and in addition to letting them know if they are part or full-time, it is good idea to give the actual course load (in hours) to ensure a proper evaluation of their needs.

A Quick Guide to Graduate Financial Aid

Application Process:

The financial aid application process begins by completing and submitting the Free Application for Federal Student Aid (FAFSA) online at http://www.fafsa.ed.gov. Graduate students are automatically considered independent, so you will not need to include any parent income or asset informationon the FAFSA.

*International students are not eligible for federal student aid. Updated information on loans is posted at http://depaul.edu/financial_aid as it becomes available from the Department of Education.

Alternative (Private) Loans:

Private loan terms and rates vary by lender. For more information regarding private loans, please visit http://www.finaid.org/loans/privatestudentloans.phtml.

Refund Process:

If your total quarterly financial aid amount exceeds the charges placed on your account by DePaul (tuition/fees/DePaul campus housing), a "refund" is issued via direct deposit or as a check delivered via mail. Direct deposit is the quickest way to receive a refund. Registration is available through Campus Connect.

It is important that you carefully consider your expenses before you decide to borrow student loans. You do not have to borrow the amounts that are offered.

Tuition information can be found at http://studentaccounts.depaul.edu

Financial Aid Contact Information:

Counseling Line: (312) 362-8091, option 5
DePaul Financial Aid Website: www.depaul.edu/financialaid

Scholarship information at: https://depaul.academicworks.com

Identification Cards

All students are encouraged to obtain a DePaul University ID Card as soon as possible since it serves as the key to registering for classes, entering University properties (including the MSW Suite) and accessing University resources. In order to obtain the ID Card, you first have to secure your username/password. To obtain your username and password, you may phone the university Help Desk at (312) 362-8765 or visit the ID Services department at the Lincoln Park or Loop Campus. The ID Services office locations and hours are below:

Loop Campus DePaul Center 9200 (1 East Jackson Blvd.)

Lincoln Park Campus Student Center 109 (2250 North Sheffield Ave.)

Business Hours (for both): 9 a.m.-5:00 p.m. M-F
Additional services at these locations: DePaul Card (ID) issuing & replacement

Immunization Records

Proof of Immunization according to guidelines outlined at:
http://www.depaul.edu/admission-and-aid/admitted/Pages/immunizations.aspx .
is required of all graduate students enrolled in 4 or more credit hours of classes.

Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations:

Loop Campus - 25 East Jackson Boulevard - Lewis Center #1420 - (312) 362-8002
Lincoln Park Campus - 2250 North Sheffield Avenue - Student Center #370 – (773) 325-1677

Website: http://studentaffairs.depaul.edu/csd/

Examples of the types of resources available to students include specialized software, tutoring, test-taking support and other types of customized resources that are available at no charge to current students.

***Anti-Discrimination and Anti-Harassment Policy and
Procedures***

The MSW Program is committed to ethical and socially-just practice
and operations. It is the policy of the MSW Program to report all
incidents of suspected harassment to the appropriate University
authorities in as timely a manner as possible. The University's full Anti-
Discrimination and Anti- Harassment policy and procedures are
articulated below.

It is the policy of DePaul University that no person shall be the object of
discrimination or harassment on the basis of race, color, ethnicity, religion, sex,
gender, gender identity, sexual orientation, national origin, age, marital status,
pregnancy, parental status, family relationship status, physical or mental
disability, military status, genetic information or other status protected by local,
state, or federal law in its employment or its educational settings. DePaul
University reserves the right to take actions that are consistent with its policies
and procedures to deal with individuals found to have engaged in harassment,
discrimination and/or retaliation in violation of this policy.

A. Related Policies

DePaul's Guiding Principles on Speech and Expression
Code of Student Responsibility
Sexual and Relationship Violence Prevention and Response Policy
FERPA Compliance
Faculty Handbook
Non-Retaliation Policy
Progressive Discipline
Reporting Misconduct
Crime Reporting and Clery Act Compliance

B. Prohibited Conduct

Prohibited Discrimination

Examples of discrimination in violation of this policy include treating an
employee, student or other member of the University community differently in
the terms and conditions of his or her employment or education or making
decisions about a person's employment, compensation, or education based
upon a person's race, color, ethnicity, religion, sex, gender, gender identity,
sexual orientation, national origin, age, marital status, pregnancy, parental
status, family relationship status, physical or mental disability, military status,
genetic information or other protected status.

Harassment based on a protected category, as outlined above, is a form of
discrimination. Harassment is unwelcome conduct that is based on any of the
above described protected categories. Such harassment is prohibited where:
1) enduring the offensive conduct becomes a term or condition of one's
academic, working, or living environment, or 2) the conduct is severe or

pervasive enough to create an academic, working, or living environment that a reasonable person would consider intimidating, hostile, or abusive.

Minor and isolated incidents (unless extremely serious) generally will not rise to the level of prohibited conduct. To be prohibited, the conduct must create an academic, working, or living environment that would be intimidating, hostile, or abusive to reasonable people.

Depending on the specific circumstances and impact on the workplace or academic environment, examples of harassment in violation of this policy include, but are not limited to, verbal abuse, offensive innuendo, derogatory comments, or the open display of offensive objects or pictures concerning a person's race, color, ethnicity, religion, sex, gender, gender identity, sexual orientation, national origin, age, marital status, pregnancy, parental status, family relationship status, physical or mental disability, military status, genetic information or other protected status.

In addition to the examples of prohibited harassment above, sexual harassment warrants further explanation. Sexual harassment also includes, but is not limited to, any unwelcome sexual advances, direct or indirect, requests for sexual favors and other verbal or physical conduct of a sexual nature when submission to such conduct is made or is threatened to be made, either explicitly or implicitly, a term or condition of instruction, employment or participation in other University activity; or

- submission to such conduct is made or is threatened to be made, either explicitly or implicitly, a term or condition of instruction, employment or participation in other University activity; or
- submission to or rejection of such conduct by an individual is used or is threatened to be used as a basis for evaluation in making academic or employment decisions affecting that individual.

Prohibited Sexual and Relationship Violence

Sex discrimination and sex harassment can include instances of sexual or relationship violence. For more information on DePaul's policy prohibiting sexual and relationship violence, refer to the Sexual and Relationship Violence Prevention and Response Policy.

Prohibited Retaliation

DePaul prohibits retaliation and the threat of retaliation against any person, including complainants, respondents and witnesses, exercising his or her rights and/or responsibilities in good faith under the Anti-Discrimination and Anti-Harassment policy or federal law, state law, or county law prohibiting discrimination, harassment or retaliation.

For the purposes of this policy, retaliation includes any conduct directed against an individual, or someone affiliated with the individual, on the basis of or in

reaction to the exercise of rights accorded and/or defined by this policy, or federal, state, county, or local law that is likely to dissuade the individual from exercising his or her rights in the future.

Claims of retaliation will be investigated and, if substantiated, constitute a separate violation of this policy. Any acts of retaliation will be subject to appropriate disciplinary action, including but not limited to reprimand, change in work assignment, loss of privileges, mandatory training, suspension, and/or termination. In conjunction with this policy, the University also enforces a Non-Retaliation Policy.

DePaul University takes good faith complaints of discrimination, harassment, and/or retaliation seriously. Individuals who knowingly make false allegations under this policy may be subject to disciplinary action, including but not limited to reprimand, suspension, and/or termination

C. Academic Freedom

DePaul University values the free and open exchange of ideas within an academic community. Often ideas and viewpoints can challenge our assumptions, beliefs or perspectives that are intrinsic to learning and may sometimes prove disturbing or offensive. DePaul University is committed to the principles of academic freedom and inquiry; however, discrimination and harassment as identified in this policy are neither legally protected expression nor the proper exercise of academic freedom.

D. Reporting

Complaint Reporting Options

The University strongly encourages individuals who have been the subject of, or have witnessed, or are aware of, discrimination, harassment or retaliation, to make a complaint as soon as possible. The ability to investigate a complaint may be impacted if it is not made within a reasonable time period after the alleged occurrence(s).

An individual's options for reporting conduct that may be a violation of this policy are detailed below. Reports from third parties who have not themselves been involved in an instance of discrimination, harassment or retaliation are accepted.

For purposes of reporting, the terms employee, student, and third- party mean the following:

Employee: Faculty, staff, student employee.
Student: Student, as defined in the Code of Student Responsibility.
Third-party: An individual who interacts with the DePaul community and its members. This could include, but is not limited to, vendors, off-site

supervisors, guests, community partners, etc.

1. *Reporting Conduct to Human Resources, Employee Engagement & Equal Employment Opportunity) (EE&EEO)*

Human Resources, Employee Engagement & Equal Employment Opportunity) ("EE&EEO") is responsible for receiving, processing, and investigating a complaint that an employee or third party has engaged in discrimination, harassment, or retaliation on the basis of:

Race
Color
Ethnicity
Religion
National origin
Age
Disability
Military status
Genetic information
Other status protected by local, state, or federal law

Individuals seeking to make such a complaint should contact EE&EEO.

Contact information for EE&EEO is as follows:
14 East Jackson Boulevard, Suite 1300
(312) 362-8500
EEO_Investigations@depaul.edu

Complaints can also be submitted electronically on the Human Resources website by completing the Complaint Form for Discrimination, Harassment and Retaliation

2. *Reporting Conduct to the Title IX Coordinator*

The Title IX Coordinator is responsible for receiving, processing, and investigating a complaint that an employee, student, or third party has engaged in discrimination, harassment, or retaliation on the basis of:

Sex
Gender
Gender identity
Sexual orientation
Marital status
Pregnancy/parental status
Family relationship status

Individuals seeking to make such a complaint should contact the Title IX Coordinator.

Contact information for the Title IX Coordinator is as follows:
Title IX Coordinator

Lincoln Park Campus
Student Center, Suite 307
(312) 362-8970
titleixcoordinator@depaul.edu

Complaints can also be submitted electronically on the Sexual & Relationship Violence Prevention website.

3.   Reporting Conduct to the Dean of Students Office

The Dean of Students Office is responsible for receiving, processing, and investigating a complaint that a student has engaged in discrimination, harassment, or retaliation on the basis of:

Race
Color
Ethnicity
Religion
National origin
Age
Disability
Military status
Genetic information
Other status protected by local, state, or federal law

Individuals seeking to make such a complaint should contact the Dean of Students Office.

Contact information for the Dean of Students Office is as follows:

Lincoln Park Campus
Student Center, Suite 307
(773) 325-7290
deanofstudents@depaul.edu

Complaints can also be submitted electronically on the Dean of Students website. https://offices.depaul.edu/student-affairs/support-services/health-wellness/sexual-relationship-violence-prevention/Pages/default.aspx :

4.   Reporting Conduct to the Misconduct Reporting Hotline

One may anonymously report a complaint of discrimination, harassment, or retaliation to the Misconduct Reporting Hotline. The University's Reporting Misconduct Policy also describes the responsibility to report certain information that applies to this Policy.

(877) 236-8390

www.depaul.ethicspoint.com

General Reporting Obligations

1. Reporting obligations of managers and supervisors

All members of the University who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that comes to their attention as supervisors and that may be in violation of this policy to the appropriate office.

2. Reporting obligations of all employees

Title IX prohibits sex discrimination on the basis of sex in federally funded education programs and activities. Sex discrimination includes sexual harassment, and sexual and relationship violence. Title IX requires that when an individual who is a "responsible employee" learns of sex discrimination, the responsible employee is required to promptly report specific information about the sex discrimination to DePaul's Title IX Coordinator or other appropriate designees.

At DePaul, unless otherwise designated as a confidential reporting resource, all DePaul faculty, staff, and student employees are required to promptly report incidents of sex discrimination and sexual harassment, including sexual and relationship violence that comes to their attention to the Title IX Coordinator.

As appropriate, the Title IX Coordinator works with other offices to address Title IX complaints and other Title IX compliance issues. These offices include, for example, other offices in Student Affairs, Academic Affairs, Human Resources, Athletics, Compliance and Risk Management and Enrollment Management & Marketing.

Information to be disclosed: The information that must be disclosed to the Title IX coordinator includes:

    the name of the person who reported the information to the employee;
    the name of the alleged affected individual, if different than the individual reporting;
    the name of the alleged perpetrator (if known);
    the names of others involved; and
    any relevant facts that have been provided, such as date, time, and location.

Information to be provided: For instances involving sexual and relationship violence, the employee will also provide the reporting individual with a Sexual and Relationship Violence Information Sheet.

Other important information: Employees should also:

Familiarize themselves with confidential reporting resources.

Inform the individual disclosing an issue related to sex discrimination or sexual   harassment, including sexual or relationship violence, of their obligation to   report any information shared to the Title IX Coordinator.

Connect the individual with a confidential resource if the individual wishes tospeak to someone confidentially.

Employees may also have other reporting obligations pursuant to other DePaul policies including:

Crime Reporting and Clery Act Compliance

Reporting Misconduct policy

More information about reporting responsibilities regarding sexual and relationship violence for all DePaul employees and confidential reporting options can be found on the Sexual & Relationship Violence Prevention website: https://offices.depaul.edu/student-affairs/support-services/health-wellness/sexual-relationship-violence-prevention/Pages/default.aspx

University Career Center

The DePaul University Career Center is an excellent resource for students and graduates to get assistance with resume writing and interviewing tips for temporary, part-time and full-time jobs. All MSW students are encouraged to take advantage of this free resource. The Career Center sponsors recruiting and networking events tailored to those in social services throughout the year. SW students are encouraged to contact Ed Childs (email ECHILDS@depaul.edu or phone (773) 325-4339) for questions and appointments.

Loop Office

DePaul Center
1 East Jackson
Suite 9500
Chicago, IL 60604

312.362.8437 phone
312.362.8565 fax

Lincoln Park Office

Schmitt Academic Center
Room 192
2320 N. Kenmore
Chicago, IL 60614

773.325.7431 phone
773.325.7432 fax

Hours of Operation
Mon-Thu, 9:00am-5:30pm
Fri, 9:00am-5:00pm
Or by appointment

University Counseling Center

Offering individual, couples and group counseling, the University Counseling Center, has walk-in and scheduled appointment times to meet the needs of DePaul Students. There is a $5.00 appointment fee for each session and DePaul students are limited to 20 sessions of individual sessions.

Lincoln Park

2250 N. Sheffield
Student Center, Suite 350
Chicago, IL 60614
(773) 325-7779

Loop

25 E. Jackson Blvd
Lewis Center, Suite 1465
Chicago, IL 60604
(312) 362-6923

http://studentaffairs.depaul.edu/ucs/index.html

MSW Program at DePaul – Additional Considerations

Conference Attendance and Presentations

Learning, knowledge-dissemination, and professional development will be facilitated within the Program and the context of the profession of MSW and other disciplines. To that end, the MSW Program encourages and will materially assist students and personnel with the costs associated with attending and presenting at professional conferences. Priority for funding will be given to those who have papers, posters or other types of scholarly works accepted for presentation in competitive venues.

Student Association

The Master of MSW Student Association (MSWSA) is open to all admitted MSW students and represents the voice of full-time and part-time students in the operation and direction setting of the program. MSWSA elects its own leadership and has defined roles in formally evaluating faculty, organizing student information sessions, facilitating student gatherings, and advocating for students within the MSW Program and the university. One faculty member serves as an advisor to the student association. The faculty and students meet jointly during the academic year to review program and association needs and policies.

The MSW SA board for AY 2019-2020 is:
- President: Allison Stogsdill
- Vice-President: Tracey Blackburn
- Treasurer: TBD
- Secretary: TBD
- Part-time Representatives: will be elected in the fall
- NASW Representative: TBD

MSWSA email info: mswsadepaul@gmail.com .

Students at Large

The MSW Program welcomes students from other disciplines or students who have not applied or been matriculated into the MSW Program to enroll in select courses throughout the program. All students-at-large must be properly registered with the University. The following courses are open for enrollment by students at large:

MSW 401 – Professional Writing and Development
MSW 411 & MSW 412 – Human Behavior and the Social Environment I & II
MSW 421 – MSW Research
MSW 431 & MSW 432 – Social Welfare Policy I &
II MSW 501 – Program Evaluation
MSW 521 – Fund Development

Students at Large must meet the course requirements of all courses prior to enrollment and in cases where there is competition for enrollment, preference shall be given to matriculated MSW students.

Faculty and Staff
DePaul University Department of Social Work Directory

Name	Rm.	Extension	E-mail
Lee Casteel **Department Assistant**	1627	(312) 362-7328 On campus: x2-7328	fcasteel@depaul.edu
Maria Ferrera **Associate Professor**	1620	(312)362-7382 On campus: x2-7382	mferrera@depaul.edu
Coordinator of Field Education	1613	(TBD)	(TBD)
Tracey Mabrey **Associate Professor and Chair**	1626	(312) 362-7329 On campus: x2-7329	tmabrey@depaul.edu
Constance Sheehan **Clinical Instructor**	1615	(312) 362-0036 On campus: X2-0036	csheeha6@depaul.edu
Noam Ostrander **Associate Professor**	1625	(312) 362-7386 On campus: x2-386	noam.ostrander@depaul.edu
Sonya Crabtree-Nelson **Associate Professor**	1618	(312) 362-7384 On campus: x-2-7384	scrabtr3@depaul.edu
Neil Vincent **Professor**	1624	(312) 362-7383 On campus: x2-7383	neil.vincent@depaul.edu

Office Hours for Faculty and Staff

The MSW Program expects all personnel to maintain consistent office hours throughout each academic term. Office Hours are generally included in course syllabi and posted in central locations in the social work wing of the floor (14 E. Jackson, Suite 1600).

Academic and Professional Advising

All students admitted into the MSW Program are assigned full-time faculty advisors at the time of admission into the program. Only full-time faculty are assigned the responsibility of providing academic or professional advising services to MSW students. Generally, students keep the same advisor during the entirety of enrollment in the MSW program. Interim advisors will be formally assigned by the MSW Program Director should faculty be away from the program for any significant length of time. While students are formally assigned advisors, the MSW Program faculty and staff will endeavor to make themselves available as resources to students for assistance. Students can request reassignment of advisors if there are any (potential) conflicts with assigned advisors; those requests should be addressed (in writing) to the director who is responsible for managing the workloads of all MSW Program personnel.

Online Teaching Evaluations

Course evaluations are administered electronically to ensure complete anonymity. The on-line evaluations must be completed in a single session; there is no way for students or others to return to incomplete evaluations. Nor is there any way to track which students completed the evaluations. Please be sure to complete evaluations for each and every course taken in the MSW program, as they help in program planning and improvement.

Faculty and Staff

All of the offices for the faculty and staff of the MSW Program are housed on the Loop Campus. The Program consists of a director, coordinator(s), faculty, the program assistant, graduate assistant(s), and (temporary) student workers. All full-time program faculty and staff have earned the MSW degree and most have earned doctoral degrees as well. While all faculty serve as resources, each student is assigned a faculty advisor upon admission to serve as a resource for academic and professional advising throughout the student's tenure in the program. Advising is only carried out by full-time faculty. Individual faculty serve as the instructors of record and are responsible for creating assignments and learning opportunities and evaluating students enrolled in their assigned courses. On occasion the MSW Program employs adjunct or part-time faculty who are generally hired to teach one-to-two courses or who have special

expertise not present in the compliment of full-time faculty. All faculty are evaluated on their teaching effectiveness, depth of professional knowledge, and contributions to student learning in each course taught. All full-time faculty are reviewed for continuance annually with the MSW Statement of Faculty Evaluation and the Faculty Handbook serving as the guide for faculty reviews.

Faculty Field Liaisons

Full-time faculty as well as occasionally adjunct faculty in the MSW Program serve as liaisons for students completing their field education placements. In consultation with agency-based field instructors, faculty field liaisons are responsible for conducting periodic visits to agencies, monitoring student progress in field, and serving as instructors of record for assigning students grades for their field placements. In some cases, members of the faculty serve concurrently as advisors, instructors, and field liaisons to students.

Student Professional Evaluation and Grading

General Course Grading Information

Grades

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade.

A   The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B   The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C   The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D   The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)

F   The instructor judged the student NOT to have accomplished the stated objectives of the course.

IN   Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. An incomplete grade may not be assigned unless the student has formally requested it from the instructor, and the instructor has given his or her permission for the students to receive an incomplete grade. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert t o "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

ING Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "IN" awarded during the last two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

PA Passing achievement in a pass/fail course. Courses required for the degree cannot be taken to earn a PA grade. (Grades A through D represent passing performance.)

R   Student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one quarter. A grade of "R" for an undergraduate course must be removed within one calendar year. Grades not changed with one year will be reduced to the grade of F.

RG Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "R" awarded during the last two terms prior to graduation. The grade of "RG" (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted

W   Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty.

WA Administrative withdrawal.

FX   Student stopped attending course. This is an apparent withdrawal. The grade can be changed to a grade of W by the college administration without consulting the instructor if it is determined that the student attempted to withdraw but followed incorrect procedures, or on other administrative grounds. If not administratively removed, it is scored in the grade point average the same as an F. Students are advised to contact their college office to initiate the request to correct an FX grade. An FX grade may not be changed if it has remained on the student's record beyond twelve months except in extraordinary circumstances.

M   Final grade not submitted.

GPA Requirements

Generally, all courses in the MSW Program (including field education courses) are graded for academic credit, using the A-F scale. It is the responsibility of each faculty member to articulate the requirements and measures of student academic performance in the body of each course syllabus. All students must maintain an overall grade point average (GPA) of at least 2.5 (on a 4.0 scale) to remain in good standing in the MSW Program and the University. It is the value of the MSW Program to provide all students with frequent and proactive feedback regarding their performance(s) in classes and field placement(s). To that end, faculty and staff are committed to ongoing communications regarding student performance to ascertain whether there are certain trends or preventable situations which may impede student learning and professional performance.

Grade Appeals

Students have the right to request reviews of individual course grades. Students who seek to challenge course grading must first meet with the instructor of record to determine assignment weights, calculations, derivations from the final course syllabus, and other factors that contribute to assigning grades. If the student remains dissatisfied after meeting with the instructors, students must then request

a meeting with the MSW program director to discuss their course grades. If students do not have resolution following meeting with program director, students may then meet with the Associate Dean of the College of Liberal Arts and Social Sciences charged with graduate program oversight.

Graduation or Conferral of Degree

The MSW Program takes part in the College of Liberal Arts and Social Sciences' commencement ceremony each June. Students who complete the course requirements for the MSW degree generally have to apply for graduation in January of the year they wish to graduate.

Grievance Procedures

The Department of Social Work recognizes that students may have concerns throughout their academic career that will require the intervention of the university, or that will require a University response. The university has a number of established policies and procedures for responding to particular types of concerns. For example:

- Concerns about grades are addressed through the University's Grade Challenge policy: https://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/grade-challenge.aspx.

- Concerns about academic integrity are addressed through the Academic Integrity policy and process: https://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx.

- Concerns related to student conduct are addressed through the Code of Student Responsibility, and the Student Conduct Process: https://www.depaul.edu/university-catalog/academic-handbooks/code-of-student-responsibility/judicial-review-process/pages/default.aspx

- Concerns about discrimination or harassment on the basis of a variety of protected characteristics are addressed by the Office of Institutional Diversity and Equity through the Anti-Discrimination and Anti-Harassment Policy and Procedures: https://offices.depaul.edu/diversity/compliance/complaints/Pages/filing-a-complaint.aspx.

The Department of Social Work also recognizes that students may have a variety of other concerns, not encompassed by other university policies, which may require further attention. These include concerns about coursework or working relationships with faculty or other students.

Students are always encouraged to try and address concerns through direct communication with the involved parties. However, there may be times where such attempts at resolution are not successful, or where the assistance of another party may be helpful. In these instances, the Department of Social Work and the University have several resources available to students:

- Faculty advisors within the Department of Social Work are available to assist with resolving concerns: https://las.depaul.edu/academics/social-work/faculty/Pages/default.aspx.

- The Social Work Department Chair is available to assist with resolving concerns: tmabrey@depaul.edu

- The Associate Deans of the College of Liberal Arts and Social Sciences are available to assist with resolving concerns: https://las.depaul.edu/faculty-and-staff/Pages/office-of-the-dean.aspx

- The Dean of Students Office is a central location to which students can turn with problems they have been unable to resolve. The Dean of Students Office hears student concerns and helps students understand their options for resolving the concerns and/or locating appropriate services: http://studentaffairs.depaul.edu/dos/contactus.html.

- The University Ombudsperson is available to provide consultation about conflict resolution, to clarify policies and procedures, and to help find the right person or department to respond to questions: https://offices.depaul.edu/mission-and-values/Ombudsperson/Pages/default.aspx.

- Students may also always choose to report concerns or misconduct through the University's confidential reporting mechanisms: 877.236.8390 or https://compliance.depaul.edu/hotline/index.asp.

If requested, all inquiries will be treated confidentially to the extent possible.

Life Experience Statement

The MSW Program does not grant course credit for life experience.

Repeat Courses

Currently there are no repeat policies in place for graduate courses. If students retake a course because of a poor grade, the original grade is calculated in the student's cumulative grade point average; course credit can only be earned once.

Student Progress and Continuance

Student grades are reviewed quarterly; students who receive less than a 2.5 grade in any MSW course are directed to their academic advisors for assistance in determining whether additional supports (such as tutoring, time-management exercises, etc.) should be put in place. Students who receive less than 2.5 grades in field education (field placement) courses are required to meet with their faculty field liaison and/or the Coordinator of Field Education and their agency- based field supervisor to identify concerns or needs and to create a plan for accomplishing required learning objectives within the context of the learning contract and goals of the curriculum. If students do not earn an overall 2.5 GPA in field education by the conclusion of the foundation year, meetings will be held to determine the student's readiness for advanced field education.

On rare occasions, the program will convene a 'Continuance Review' for students who have exhibited any of the following academic and/or professional attributes, behaviors, or concerns during any time of enrollment in the MSW Program:

a) failure to maintain an overall GPA of 2.5 after two or more quarters of enrollment, lack of readiness or appropriateness for field as evidenced by failure to be offered a placement after a combination of three agency interviews or field application reviews,

b) violation of any policy or rule contained in the University's Student Code (including academic integrity policy),

c) inability to achieve or maintain adequate progression according to core disposition matrix, and/or

d) violation of any ethical standard put forth in the NASW Code of Ethics.

Students who cannot maintain an overall GPA of 2.5 may be terminated from the program if faculty determine that students are unable to achieve the academic or professional competencies required by the program. Decisions to alter student academic plans are made by program faculty in consultation with field placement personnel (when warranted) and the students themselves.

In 2008, the MSW Program initiated the use of the 'DePaul MSW Professional Comportment Matrix' which serves to assist students, field instructors, and members of the faculty in identifying the professional strengths and skills required to practice professional MSW . Ideally, this matrix will contribute to a preventatively-minded approach to student professional and academic progress. All members of the MSW Program community have access to the matrix. A copy of the matrix and accompanying instructions are appended at the end of this document.

HELPFUL LINKS FOR STUDENTS

Academic Calendar: https://offices.depaul.edu/mission-and-values/Ombudsperson/Pages/default.aspx

Campus Connect: register for classes, view tuition bills, and update your demographic portfolio https://campusconnect.depaul.edu

Career Center: apply for student jobs and graduate assistantships, improve resume and interview skills, and get career advice http://careercenter.depaul.edu/

Center for Writing Based Learning: assists students in a variety of writing tasks including developing and revising papers, basic writing skills, cover letters, and resumes; standing appointments, one-time appointments, on-line appointments, and walk-in appointments available http://condor.depaul.edu/~writing/

College of Liberal Arts and Social Sciences: provides various services to help undergraduate and graduate students achieve their academic goals http://las.depaul.edu/

Financial Aid: provides resources for students who have questions regarding financial aid and scholarships https://www.depaul.edu/admission-and-aid/financial-aid/Pages/default.aspx

Financial Fitness Program: provides free services, resources, and workshops to help students manage costs during school and beyond http://financialfitness.depaul.edu/

Free Application for Federal Student Aid (FAFSA): application and other information regarding student financial aid http://www.fafsa.ed.gov/

Information Services: information regarding student ID cards https://offices.depaul.edu/information-services/services/identity/Pages/id-card-overview.aspx

Campus Maps: an interactive map of the DePaul Campuses: http://www.depaul.edu/campus-maps/Pages/default.aspx

Master of Social Work Program webpages: provides an overview of the MSW program, including mission, objectives, goals, curriculum, field education, and faculty/staff https://las.depaul.edu/academics/social-work/Pages/default.aspx

National Association of Social Workers: official national website; provides updates of current national social work issues http://www.socialworkers.org/

National Association of Social Workers, Illinois Chapter: provides a focus on Illinois social work issues http://www.naswil.org/

Office of Mission and Values: to better understand DePaul's Vincentian Heritage http://mission.depaul.edu/Pages/default.aspx

Office of Students With Disabilities: provides accommodations and support to students with disabilities http://studentaffairs.depaul.edu/studentswithdisabilities/index.html

Scholarship Connect: to access scholarship opportunities, including the department's graduate assistantships: https://depaul.academicworks.com/

Student Legal Services: provides free or low-cost legal advice to DePaul students on a variety of legal issues http://condor.depaul.edu/~sls/

Study Abroad: for students interested in study abroad opportunities; both short-term and long-term programs http://studyabroad.depaul.edu/

U-Pass Information: http://upass.depaul.edu/ : provides information on where, when, and how MSW students can retrieve their U-Pass, which allows students to ride unlimited on the CTA for a quarterly nominal fee

FORMS

DePaul University
MSW Program
14 E. Jackson Blvd.
Chicago, IL 60604
Application to Change Enrollment Status

Please note that students must submit this form before the end of the Autumn Quarter of the first academic year or by the end of their first quarter of field education. If the change in enrollment status is approved, students may not request any subsequent changes to their enrollment status or curriculum plan. Only students in good academic standing can request consideration.

This application will be reviewed by the student's faculty advisor and the Coordinator of Field Education who will make a recommendation to the Director of the MSW Program. Please submit this form to your Faculty Advisor. All students will be notified (in writing) of their enrollment status within 4 weeks of their request. Request(s) can only be accommodated if there is space in the cohort(s) students are seeking to join.

Name: Student ID Number:

Current Enrollment Status: FT / PT   Desired Enrollment Status: FT / PT

Current GPA: Years in MSW Program (e.g., first year, second year, etc.):

On a separate sheet of paper, please respond to the following questions:

1. Why are you requesting a change in enrollment status?

2. What arrangements have you made to cover additional financial costs that may arise as a result of the change?

3. How will you manage the change in workload?

DePaul University
MSW Program
1 E. Jackson Blvd. Chicago, IL 60604
Transfer Credit Request Form
College Form (required) available at

https://las.depaul.edu/student-resources/graduate-student-support/forms/Pages/transfer-of-credit.aspx

Please note that students must submit this form before the end of the Autumn Quarter of the first academic year. Only students in good academic standing can request consideration. This form should be forwarded to the student's advisor along with any substantiating documentation, including course syllabi, copies of completed assignments, etc. Students can apply transfer credits for up to twelve (12) hours of academic study in the MSW degree program. Student requests must be based on completed, graduate work and must be substantiated by transcripts (indicating grades earned) and other supporting documentation, including course syllabi, graded assignments, etc. (in addition to the form). Students must have received a grade of 'B' or better in courses being considered for transfer credit. Credit cannot be considered for field or practice classes.

Name: Number: Student ID

Transfer Courses:

1.   Course Title:
Department & Date Taken: Institution:
Graduation Credit Hours: Grade:

2.   Course Title:
Department & Date Taken: Institution:
Graduation Credit Hours: Grade:

3.   Course Title
Department & Date Taken: Institution:
Graduation Credit Hours: Grade:

4.   Course Title:
Department & Date Taken: Institution:
Graduation Credit Hours: Grade:

Student Signature: Date:
Department Review:

Academic Integrity Guidelines for DePaul University Students

Definitions: DePaul University's Academic Integrity Policy recognizes the following types of Academic Integrity Violations.

Cheating
Plagiarism
Fabrication, Falsification or Sabotage of Research Data
Destruction or Misuse of the University's Academic Resource
Alteration or Falsification of Academic R0ecords
Academic Misconduct
Complicity

1. Cheating:
Cheating is any action that violates university norms or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself; use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

2. Plagiarism:
Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following: the direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's. Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency. The paraphrasing of another's work or ideas without proper acknowledgement.

3. Fabrication, Falsification or Sabotage of Research Data:
Fabrication, falsification or sabotage of research data is any action that misrepresents, willfully distorts or alters the process and results of scholarly investigation. This includes but is not limited to making up or fabricating data as part of a laboratory, fieldwork or other scholarly investigation; knowingly distorting, altering or falsifying the data gained by such an investigation-stealing or using without the consent of the instructor data acquired by another student; representing the research conclusions of another as one's own; and undermining or sabotaging the research investigations of another person.

4. Destruction or Misuse of the University's Academic Resources:
Destruction or misuse of the university's academic resources includes but is not limited to unauthorized access to or use of university resources including equipment and materials; stealing, destroying or deliberately damaging library materials; preventing, in an unauthorized manner, others' access to university equipment, materials or resources; using university equipment, materials or resources to destroy, damage or steal the work of other students or scholars. Given the importance of computers to the academic functioning of the university, computer usage is of particular concern under this general heading. The special rules for computer usage can be found in the Code of Student Responsibility, under heading Computing Services.

5. Alteration or Falsification of Academic Records: Alteration or falsification of academic records includes any action that tampers with official university records or documents. This includes but is not limited to: any alteration through any means whatsoever of an academic transcript, a grade or grade change card; unauthorized use of University documents including letterhead; and misrepresentation of one's academic accomplishments, awards or credentials.

6. Academic Misconduct: Academic misconduct is any action that deliberately undermines the free exchange of ideas in the learning environment, threatens the impartial evaluation of the students by the instructor or advisor, or violates standards for ethical or professional behavior established by a course or program. This includes but is not limited to attempts to bribe an instructor or advisor for academic advantage; persistent hostile treatment of, or any act or threat of violence against, an instructor, advisor or other students; and/or actions or behavior that violate standards for ethical or professional behavior established by a course or program in an off-campus setting and could damage the University's relationship with community partners and affiliated institutions.

7. Complicity: Complicity is any intentional attempt to facilitate any of the violations described above. This includes but is not limited to allowing another student to copy from a paper or test document; providing any kind of material-including one's research, data, or writing-to another student if one believes it might be misrepresented to a teacher or university official; providing information about or answers to test questions.

Instructions for DePaul MSW Professional Comportment Matrix

The purpose of the matrix is to assist with the development of professional identity and professional skills of MSW students. The matrix is designed to be used in both the academic and internship settings.

At the end of each quarter the Field Instructor will fill out a Comportment Matrix. The Field Instructor will rate the student in each area of comportment by putting a check in the appropriate column. A completed Comportment Matrix should be attached to each quarterly evaluation and will be discussed as part of the student's evaluation.

Students may also be asked by Field Instructors to use the matrix as a self-evaluation tool. Field Instructors may also use it to address comportment issues occurring during the quarter.

A rating of Inadequate or Somewhat Adequate in a quarterly evaluation can trigger a Continuance Review. Objectives and Learning Assignments for the quarter following an Inadequate or Somewhat Adequate rating should indicate remedial efforts being made by the student to improve the student's comportment. A lack of improvement would warrant an additional continuance review and possible termination from the internship.

The Comportment Matrix may also be used in a similar fashion to address a student's professional development concerns in the academic setting.

DePaul MSW Core Professional Expectations

Student:_____ Date:_____ Evaluator:_____

Student Signature _____ Evaluator Signature_____

Professional Comportment	Inadequate	Somewhat Adequate	Meets	Exceeds
1. Professional Integrity/ Ethics	__Frequent occurrences of dishonesty. Violations of university's plagiarism policy. Inaccurate documentation of field time or inaccurate documentation in client file. Consistent failure to comply with NASW Code of Ethics and/or academic standards.	__Minor episodes of dishonesty excluding plagiarism. More than one occurrence of failure to comply with the Code of Ethics and academic standards.	__No incidence of dishonesty. Only occasional inconsistencies limited to non- academic or minor personal matters. Cites sources for papers. Rare occurrences of questionable ethical decisions-occurrences are minor and are generally unclear or subject to interpretation.	__No incidences of dishonesty. Always demonstrates truthfulness in all matters. Beyond reproach. Always displays highest standard of ethical decision making.
2. Collaboration	__Often argues inappropriately with others. Rude. Frequently displays inability or unwillingness to work as a team member.	__Sometimes hostile with others. Occasional displays of difficulty working as a team member.	__Frequently works well with others. Usually a dependable and collaborative team member. Good conflict resolution skills.	__Always dependable as a team member. Strong negotiation and conflict resolution skills.
3. Professional development	__Inaccurate self-assessment. Consistently ignores feedback on ways to improve. Lack of commitment to professional development	_Difficulty recognizing limitations and seems hesitant and/ or resistant to act on feedback. Lack of initiative to address areas of concern.	__Takes advantage of opportunities for professional development and is committed to continued professional growth.	__Is self-motivated. Actively seeks out opportunities to increase skills and knowledge. Clear sense of professional goals and ways to reach them. Actively engages in learning in the classroom and field setting.
4. Respect for Diversity	__Pattern of intolerance. Fails to accept differences. Shows bias and prejudicial attitude toward others.	_One or two minor displays of intolerance or lack of acceptance of differences	__Actively demonstrates both tolerance and acceptance of differences.	__Behavior and attitudes are always congruent. Actively demonstrates not only acceptance and tolerance but appreciation for differences.
5. Attendance/ Punctuality, and Preparedness	__Rarely attends class, internship, and/or appointments or is usually tardy. Consistently unprepared for class and internship. Doesn't complete assignments.	__Often absent and/or tardy for class, internship, and /or appointments. Often late with assignments and/or unprepared for internship or class.	_Rarely misses class or internship and always makes scheduled appointments. Frequently prompt and prepared with assignments.	_Always in attendance. No unexcused absences. Consistently prompt, well prepared with assignments.
6. Emotional Maturity/ Resiliency	__Pattern of immaturity, inflexibility. Lack of coping skills. Emotional intensity is consistently inappropriate to given situations	__Emotional intensity is inconsistent in adapting to differing situations. Often shows difficulty adapting to change, expected levels of stress.	__Often appropriate emotional intensity. Exceptions are rare and minor. Generally adaptive and able to overcome challenges. Responsive to guidance and supervision.	__Very adaptable. Self-directed in monitoring and adjusting emotional intensity. High level of maturity and sound judgment. Very resilient.

DePaul MSW Core Professional Expectations

	Inadequate	Somewhat Adequate	Meets	Exceeds
7. Use of supervision and professional feedback	__Frequently defensive about performance or blames others for performance issues.	__Moderate difficulty accepting responsibility. Sometimes defensive.	__Comes to supervision prepared for feedback. Occasional difficulty accepting feedback and usually able to apply it.	__Asks for and very open to critical feedback. Consistently uses supervision to improve performance.
8. Critical thinking skills and problem solving abilities	__Frequently misses the big picture by overlooking relevant factors. Difficultly in formulating appropriate and attainable goals.	__Limited ability to examine relevant factors. Frequently requires directions to stay on track. Difficultly in determining focus of efforts.	__Problem-solving efforts are well reasoned. Able to identify opposing points of view. Usually able to engage in independent work throughout problem-solving process.	__Demonstrates creativity, reflection, precision, accuracy, relevance, and soundness in problem solving abilities. Decisions are well supported. Identifies factors that others might miss. Shows depth in understanding and analysis in written work.
9. Social and economic justice	__Lack of commitment or is oblivious to efforts that promote social and economic justice. Insensitive to the major social work values regarding social justice.	__Marginal commitment to efforts to promote social and economic justice. Blind to the public issues found in collective private troubles.	__Acceptable commitment to social change efforts and satisfactory skills in advancing clients' rights. Engages clients in these efforts.	__Advocacy efforts include a wide range of interventions and focus on small and large systems as both targets and beneficiaries of change.
10. Communication	__Lacks basic skills and effective written communication and/or is careless with work. Unable or unwilling to respond to agency and/or university expectations.	__Marginal ability to produce communication that is required. Frequent errors and unwillingness to seek help to improve skills.	__The work is carefully completed, neat, and conforms to agency or university requirements. Limited number of errors. Solid ability to communicate information.	__Superior skills in communication. Work has remarkable clarity and always conforms to agency and/or university requirements.
11. Professional Demeanor	__Displays consistent pattern of poor judgment in behavior. Does not adapt mannerisms or dress to different situations. Consistently unreliable. Does not accept responsibility for own actions.	__Sometimes adapts behavior, appearance, and mannerisms to given situation. Occasionally unreliable and lacking in responsibility.	__Usually adapts to situations appropriately with only occasional guidance or a reminder. Considered reliable and accountable.	__Always adaptive through own initiative, without guidance. Considered responsible, self-directed and always reliable. Behavior and dress is always appropriate to situation.

2015 CSWE EPAS: Competencies

MSW Competencies & Practice Behaviors for Foundation & Concentration

1st YEAR MSW FOUNDATION PRACTICE BEHAVIORS	2nd YEAR MSW COMMUNITY PRACTICE BEHAVIORS
Competency 1 – Demonstrate ethical and professional behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	
Social workers: a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; d) use technology ethically and appropriately to facilitate practice outcomes; and e) use supervision and consultation to guide professional judgment and behavior.	Social workers: a) apply social work ethics to organizational considerations such as facilitating confidentiality policies and/or demonstrating awareness of how to proceed during points of dilemma or conflict b) apply the NASW Code of Ethics and an ethical reasoning framework in promoting human rights and social justice in assessment, intervention, and evaluation of community practice; and c) tolerate ambiguity and manage personal values while ensuring that all work with individuals, families, groups, and organizations is done in accordance with social work professional ethics.
Competency 2 – Engage diversity and difference in practice. Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	
Social workers: a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; b) present themselves as learners and engage clients and constituencies as experts of their own experiences; and c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Social workers: a) utilize strengths of differing life experiences to build inclusive communities and multicultural organizations; b) engage theories and approaches of resilience, empowerment, and capacity building within critical assessment, development of intervention strategies, and planning with individuals, families, and communities; c) engage in critical self-reflexivity that increases self-awareness in relation to power, privilege, biases, limitations, competencies, and ethical practices that impact work with diverse groups; and d) engage with and ensure participation of diverse and marginalized community and organizational constituents.

Competency 3 - Advance human rights and social and economic justice.

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:	Social workers:
a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and	a) actively engage in advocacy efforts for human and civil rights for underserved and traditionally marginalized communities; and
b) engage in practices that advance social, economic, and environmental justice.	b) utilize evidence-based practice strategies or interventions that have been proven to show improved wellbeing for communities and organization, and where possible, incorporate evaluative measures of wellbeing that integrate improvements in social, economic, political, and environmental realms.

Competency 4 – Engage in practice-informed research and research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:	Social workers:
a) use practice experience and theory to inform scientific inquiry and research;	a) construct and/or utilize best practice, evidence-based research to develop and implement community and organizational interventions; and
b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	b) advance social justice-oriented research that is participatory and inclusive of the community and organizational constituencies.
c) use and translate research evidence to inform and improve practice, policy, and service delivery.	

Competency 5 – Engage in policy practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:	Social workers:
a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;	a) identify how local, state, and federal laws and regulations impact social services and the lives of individuals, families, groups, and communities using professional social work analysis; and
b) assess how social welfare and economic policies impact the delivery of and access to social services;	c) identify agency policies and procedures, as well as laws, that can have a differential impact on individuals, families, groups, and communities—especially those from historically oppressed and/or vulnerable communities.
c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Competency 6 – Engage with individuals, families, groups, organizations, and communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:	Social workers:
a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	a) substantively and effectively prepare for action with individuals, families, groups, organizations, and communities; b) engage diverse groups in community practice; and c) know how the organization or community's history affects response to engagement efforts.

Competency 7 – Assess individuals, families, groups, organizations, and communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:	Social workers:
a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies; b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	a) assess and analyze communities and organizations as they respond to changes in their environments (e.g., demographic, financial, etc.); b) collect, organize, and interpret data to understand the complexities of communities and organizations; and c) select and modify appropriate intervention strategies based on continuous assessment.

Competency 8 – Intervene with individuals, families, groups, organizations, and communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers:	Social workers:
a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;	a) initiate actions to achieve organizational goals;
b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	b) incorporate a broad understanding of cultural, political, and community contexts in planning interventions;
c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;	c) implement prevention interventions that enhance community and organizational capacities; and
d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	d) critically evaluate, select, and apply best practices and evidence-based interventions.
e) facilitate effective transitions and endings that advance mutually agreed-on goals.	

Competency 9 – Evaluate practices with individuals, families, groups, organizations, and communities.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:	Social workers:
a) select and use appropriate methods for evaluation of outcomes;	a) contribute to the knowledge base of the social work profession through practice-based research;
b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;	b) evaluate the process and/or outcomes to develop best practice interventions;
c) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and	c) communicate and disseminate evaluation results appropriate to the intended audience; and,
d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	d) recommend and evaluate interventions that enhance the wellbeing of persons within their communities.

DePaul University Academic Calendar 2019-2020
Autumn Term

Date	Event
Thursday May 2, 2019	Begin AQ2019 registration

Date	Event
Tuesday September 3, 2019	Begin Immersion Week of Discover Chicago Program
Thursday September 5, 2019	Annual Academic Convocation
Friday September 6, 2019	TUITION DUE: AUTUMN QUARTER
Tuesday September 10, 2019	Blue Demon Welcome: New Student Convocation
Tuesday September 10, 2019	End Immersion Week of Discover Chicago Program
Wednesday September 11, 2019	BEGIN AQ2019 ALL CLASSES
Tuesday September 17, 2019	11:59 PM Deadline to add classes to AQ2019 schedule
Tuesday September 24, 2019	Last day to drop AQ2019 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)
Tuesday September 24, 2019	Last day to select pass/fail option for AQ2019 classes
Wednesday September 25, 2019	Grades of "W" assigned for AQ2019 classes dropped on or after this day
Tuesday October 1, 2019	Last day to select auditor status for AQ2019 classes
Wednesday October 9, 2019	Begin AQ2019 optional mid-term exam week
Tuesday October 15, 2019	End AQ2019 optional mid-term exam week
Tuesday October 29, 2019	Last day to withdraw from AQ2019 classes
Tuesday November 19, 2019	End AQ2019 Day & Evening Classes
Wednesday November 20, 2019	Begin AQ2019 Day & Evening Final Exams
Tuesday November 26, 2019	End AQ2019 Day & Evening Final Exams
Tuesday November 26, 2019	END OF AUTUMN QUARTER 2019

Date	Event
Thursday December 5, 2019	"R" grades issued Autumn 2018 lapse to "F"
Thursday December 5, 2019	GRADES DUE: AUTUMN QUARTER 2019
Friday June 19, 2020	"IN" grades issued Autumn 2019 lapse to "F"

December Term/Graduate Intersession (DT/GI)

Date	Event
Thursday October 17, 2019	Begin DT/GI 2019 Registration
Monday November 25, 2019	TUITION DUE: DT/GI 2019
Monday December 2, 2019	11:59 PM Deadline to add classes DT/GI 2019
Monday December 2, 2019	Begin DT/GI 2019
Wednesday December 4, 2019	Last day to drop DT/GI 2019 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)

Wednesday December 4, 2019	Last day to select auditor status for DT/GI 2019 classes
Wednesday December 4, 2019	Last day to select pass/fail option for DT/GI 2019 classes
Thursday December 5, 2019	Grades of "W" assigned for DT/GI 2019 classes dropped on or after this day
Tuesday December 10, 2019	Last day to withdraw from DT/GI 2019 classes
Friday December 20, 2019	End DT/GI (Some classes may end earlier)

Monday December 23, 2019	*St. Vincent dePaul Day - University officially closed*
Tuesday December 24, 2019	*Holiday Break - University officially closed*
Wednesday December 25, 2019	*Holiday Break - University officially closed*
Thursday December 26, 2019	*Holiday Break - University officially closed*
Friday December 27, 2019	*Holiday Break - University officially closed*
Saturday December 28, 2019	*Holiday Break - University officially closed*
Sunday December 29, 2019	*Holiday Break - University officially closed*
Monday December 30, 2019	*Holiday Break - University officially closed*
Tuesday December 31, 2019	*Holiday Break - University officially closed*
Wednesday January 1, 2020	*Holiday Break - University officially closed*

Wednesday January 8, 2020	GRADES DUE: December Quarter/Graduate Intersession 2019

Winter Term

Date	Event
Thursday October 17, 2019	Begin Winter Quarter 2020 Registration
Thursday December 5, 2019	"IN" grades issued Winter 2019 lapse to "F"
Friday December 6, 2019	TUITION DUE: WINTER QUARTER 2020
Saturday January 4, 2020	Begin WQ2020 Classes
Friday January 10, 2020	11:59 PM Deadline to add classes to WQ2020 schedule
Friday January 17, 2020	Last day to drop WQ2020 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)
Friday January 17, 2020	Last day to select pass/fail option for WQ2020 classes
Saturday January 18, 2020	Grades of "W" assigned for WQ2020 classes dropped on or after this day
Monday January 20, 2020	Martin Luther King Day - University officially closed
Friday January 24, 2020	Last day to select auditor status for WQ2020 classes
Saturday Feburary 1, 2020	Begin WQ2020 optional mid-term exam week
Friday Feburary 7, 2020	End WQ2020 optional mid-term exam week
Friday Feburary 21, 2020	Last day to withdraw from WQ2020 classes
Friday March 13, 2020	End WQ2020 Day & Evening Classes
Saturday March 14, 2020	Begin WQ2020 Day & Evening Final Exams
Friday March 20, 2020	END WINTER QUARTER 2020
Friday March 20, 2020	End WQ2020 Day & Evening Final Exams
Saturday March 21, 2020	Begin Spring Break
Friday March 27, 2020	"R" grades issued Winter 2019 lapse to "F"
Friday March 27, 2020	End Spring Break
Friday March 27, 2020	GRADES DUE: WINTER QUARTER 2020

Spring Term

Date	Event
Thursday Feburary 6, 2020	Begin SQ2020 and Summer 2020 Registration
Friday March 20, 2020	TUITION DUE: SPRING QUARTER 2020
Friday March 27, 2020	"IN" grades issued Spring/Summer 2019 lapse to "F"
Saturday March 28, 2020	Begin SQ2020 Classes
Friday April 3, 2020	11:59 PM Deadline to add classes to SQ2020 schedule

Friday April 10, 2020	*Good Friday - University officially closed*
Saturday April 11, 2020	*Easter Holiday - University officially closed*
Sunday April 12, 2020	*Easter Holiday - University officially closed*

Date	Event
Monday April 13, 2020	Last day to drop SQ2020 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)
Tuesday April 14, 2020	Grades of "W" assigned for SQ2020 classes dropped on or after this day
Tuesday April 14, 2020	Last day to select pass/fail option for SQ2020 classes
Friday April 17, 2020	Last day to select auditor status for SQ2020 classes
Saturday April 25, 2020	Begin SQ2020 optional mid-term exam week
Friday May 1, 2020	End SQ2020 optinoal mid-term exam week
Friday May 15, 2020	Last day to withdraw from SQ2020 classes

Monday May 25, 2020	*Memorial Day - University officially closed*

Date	Event
Friday June 5, 2020	End SQ2020 Day & Evening Classes
Saturday June 6, 2020	Begin SQ2020 Day & Evening Final Exams
Friday June 12, 2020	Baccalaureate Mass
Friday June 12, 2020	END SPRING QUARTER 2020
Friday June 12, 2020	End SQ2020 Day & Evening Final Exams
Friday June 12, 2020	Graduate Weekend Kick Off
Saturday June 13, 2020	Commencement
Sunday June 14, 2020	Commencement
Friday June 19, 2020	"R" grades issued Spring 2019 lapse to "F"
Friday June 19, 2020	GRADES DUE: SPRING 2020

Summer Session 1 (5-week term)

Date	Event
Friday June 12, 2020	TUITION DUE: SUMMER SESSION I and SUMMER 2020 10-WEEK TERM
Monday June 15, 2020	Begin Summer Session I 2020 classes
Tuesday June 16, 2020	11:59 PM Deadline to add classes to SUI 2020 schedule
Friday June 19, 2020	Last day to drop SUI 2020 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)
Friday June 19, 2020	Last day to select auditor status for SUI 2020 classes
Friday June 19, 2020	Last day to select pass/fail option for SUI 2020 classes

| Saturday June 20, 2020 | Grades of "W" assigned for SUI 2020 classes dropped on or after this day |

Friday July 3, 2020   *Independence Day Observed - University officially closed*

Tuesday July 7, 2020	Last day to withdraw from SUI 2020 classes
Sunday July 19, 2020	END SUMMER SESSION I 2020
Friday July 24, 2020	GRADES DUE: SUMMER SESSION I 2020
Friday August 28, 2020	"R" grades issued Summer 2019 lapse to "F"

Summer Session 2 (5-week term)

Date	Event
Friday July 17, 2020	TUITION DUE: SUMMER SESSION II 2020
Monday July 20, 2020	Begin Summer Session II 2020 classes
Tuesday July 21, 2020	11:59 PM Deadline to add classes to SUII 2020 schedule
Friday July 24, 2020	Last day to drop SUII 2020 classes with no penalty

(100% refund of tuition if applicable and no grade on transcript)

Friday July 24, 2020	Last day to select auditor status for SUII 2020 classes
Friday July 24, 2020	Last day to select pass/fail option for SUII 2020 classes
Saturday July 25, 2020	Grades of "W" assigned for SUII 2020 classes dropped on or after this day
Tuesday August 11, 2020	Last day to withdraw from SUII 2020 classes
Sunday August 23, 2020	END SUMMER SESSION II 2020
Friday August 28, 2020	"R" grades issued Summer 2019 lapse to "F"
Friday August 28, 2020	GRADES DUE: SUMMER SESSION II 2020

Summer Term (10-week term)

Date	Event
Thursday Feburary 6, 2020	Begin SQ2020 and Summer 2020 Registration
Friday March 27, 2020	"IN" grades issued Spring/Summer 2019 lapse to "F"
Friday June 12, 2020	TUITION DUE: SUMMER SESSION I and SUMMER 2020 10-WEEK TERM
Monday June 15, 2020	BEGIN SUMMER 2020 TERM
Sunday June 21, 2020	11:59 PM Deadline to add classes to Summer 2020 Term
Friday June 26, 2020	Last day to drop Summer 2020 Term classes with no penalty
	(100% refund tuition if applicable and no grade on transcript)
Friday June 26, 2020	Last day to select pass/fail option for Summer 2020 Term classes
Saturday June 27, 2020	Grade of "W" assigned to Summer Term classes dropped on/after this day

Friday July 3, 2020   *Independence Day Observed - University officially closed*

Monday July 6, 2020	Last day to select auditor status for Summer 2020 Term classes
Sunday August 2, 2020	Last day to withdraw from Summer 2020 Term classes
Sunday August 23, 2020	END SUMMER 2020 TERM
Friday August 28, 2020	"R" grades issued Summer 2019 lapse to "F"
Friday August 28, 2020	GRADES DUE: SUMMER 2020 TERM