



SCHOOL OF SOCIAL WORK
COLORADO STATE UNIVERSITY

Bachelor of Social Work Program



Student Handbook
2023-2024

Rights and Responsibilities



Welcome to the School of Social Work at Colorado State University!

Message from the Director of the School of Social Work



I am thrilled to welcome you to our community! By choosing to pursue your education in the School of Social Work, you join a long and proud tradition of leaders and innovators who improve social services, build capacity, and promote human well-being through cutting-edge practice, policy, and research work.

The School of Social Work at CSU is noted for its outstanding students and its exceptional faculty. We emphasize providing students with a challenging learning environment and graduating social work practitioners who excel in their professional lives. Our BSW program prepares generalist social workers who will advance social, economic, and environmental justice; promote equity and equality; alleviate oppression; and enhance human health and well-being.

We are proud that our BSW program is fully accredited by the Council on Social Work Education and has been in place for over 40 years. The skills you gain in this program will allow you to explore diverse career options in a rapidly expanding and in-demand profession. Maybe you will even pursue a graduate degree in social work at CSU or elsewhere.

Students at the School of Social Work frequently come to the classroom with work or personal experiences that enrich class discussions. The faculty are international experts in areas including behavioral health, child welfare, equity and inclusion, social policy, and human-animal interventions. They bring knowledge from their research and practice to support social change and academic excellence.

From the bottom of my heart, I welcome you to our learning community. I wish you the very best now and throughout your career as a social worker.

A handwritten signature in cursive script that reads "Charlotte Lyn Bright".

Charlotte Lyn Bright, PhD, MSW

Director and Professor, School of Social Work

Message from the Director of BSW Programs



Welcome to the social work major at Colorado State University. The BSW program is committed to inclusivity and growth, welcoming all students. Social Work is a rewarding profession, committed to social justice, with many practice opportunities at the bachelor's level.

Students who major in social work are passionate change agents desiring to improve the communities they live in both nationally and internationally. The profession of social work is guided by a Code of Ethics from the National Association of Social Workers.

The core values in that code are: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Thus, social work as a degree and professional career, help students achieve their goals.

To prepare for a career in social work, students in the BSW program get real life, hands-on experience applying what they are learning in classes. Students gain knowledge and practice skills for work with individuals, families, groups, communities, organizations, and policy. The internship placement, at the end of the student's academic career, provides a capstone experience for students to practice and integrate their knowledge, skills, and values in a human services agency/community setting.

We look forward to helping you on your path to becoming a social worker. Please visit with me whenever you like. Welcome to the BSW program and your start to a rewarding career.

A handwritten signature in black ink that reads "Dana Gaines". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Dana Gaines, LCSW

Director, BSW Program

Purpose of the Student Manual

This student handbook, together with the [School of Social Work website](#) provides you with a comprehensive guide to thriving and achieving success during your undergraduate studies. Be sure to access the most updated online version of this handbook on the school's website.

The general policies and procedures of the Colorado State University are found in the CSU [General Catalog](#) which is available online. Some general university policies are repeated in this handbook. However, the most current CSU General Catalog is always the guiding authority.

We encourage all BSW students to read and understand the policies and procedures at the School of Social Work and the University. When you have any questions or concerns, do not hesitate to contact the Director of the BSW Program.

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Section I

Introduction

With the historic enactment of the Morrill Act in 1864, the state of Colorado established a land grant university in 1870 known as the Agricultural College of Colorado. The land grant mission, to make education accessible to all persons regardless of income or status, has continued to guide the development of Colorado State University (CSU) as a public institution, reaching more than 34,000 students in 2019. Today, the CSU General Catalog emphasizes the university's continued commitment to "access, inclusion, and opportunity", "research and innovation that transforms our world", "the transformational power of education", and "excellence above all" (Colorado State University 2020).

CSU is organized into eight colleges, with Social Work in the College of Health and Human Sciences, which aims to optimize health and wellbeing in all aspects of the human experience by making practical application of knowledge and skills. The Bachelor of Social Work (BSW) program graduated its first class in 1971 and in 1974 CSU was among the first 135 baccalaureate social work education programs to achieve full accreditation – which has been maintained continuously since that time. It is among the largest BSW programs in the country, with 300-400 declared undergraduate social work majors actively earning credits toward their degree. The MSW program was started in 1984 with accreditation achieved and maintained since 1986. Given CSU's land- grant mission to serve people throughout Colorado and the region, the proposed MSW program was oriented to preparing advanced generalist social workers especially capable of responding to the human services needs across micro to macro and rural to urban contexts. Our MSW program has over 150 students across two program options, resident instruction and online.

In 2011, the CSU Board of Governors approved a PhD Program in Social Work replacing a successful interdisciplinary PhD collaboration with the School of Education. Thus, housed within the School are social work programs at the bachelors, masters and PhD level of education.

Consistent with its roots in supporting the human services agencies and the land grant mission of CSU, the School of Social Work has devoted considerable effort to outreach activities. The School has three Centers that promote and engage in research, training, and service with communities. The centers include The Social Work Research Center, Human Animal Bond in Colorado (HABIC), and the Center for Lifelong Learning and Outreach Education (CLOE).

The programs of the Colorado State University School of Social Work have reflected continuing responsiveness to the needs and interests of the region, the profession of social work, and the university. In that tradition, the School of Social Work currently works to advance social, environmental, and economic justice, promote equity and equality, alleviate oppression, and enhance human health and well-being across local and global community systems.

School of Social Work Philosophy and History

Social Work History

Throughout its history, the School of Social Work (SOSW) at Colorado State University has made a continuous effort to develop and maintain a program that is responsive to three distinct, but related, interests: 1) the profession of social work as represented by the Council on Social Work Education's Educational Policy and Accreditation Standards; 2) the human services agencies and clients in the state, the region, the nation, and the globe; and 3) the land-grant oriented mission and goals of Colorado State University. The following abbreviated history of social work education at Colorado State demonstrates how these three interests have merged to create and shape the social work education programs offered today.

The School of Social Work (SOSW)

In the mid-1960s, the U.S. government initiated a program (administered by state social services agencies) to increase the supply of social workers by making funds available through Title XX of the Social Security Act (and predecessor legislation) designed to encourage universities to create baccalaureate-level social work education programs. Although Colorado State University (CSU) had previously offered a few social work courses in its Department of Sociology, these courses did not constitute a program that would prepare a graduate for social work practice. In 1968 the Colorado Department of Social Services and CSU entered an agreement to create a full baccalaureate social work major that would be housed in the Department of Sociology, delivered by a faculty of professional social workers, and funded with Title XX funds supporting 75% of the program costs. The agreement anticipated that the cost of operating the program would gradually shift to the university and by 1977 it would be fully funded by CSU. A total of 150 students initially declared the social work major, and the first graduating class received the BA in social work in 1971.

In 1970 the Council on Social Work Education initiated a process of accreditation for baccalaureate social work (BSW) education by granting "approval" status to 151 schools that met the established criteria. CSU was one of the first universities to attain that national recognition. Four years later "approval" was upgraded to professional "accreditation," and again, CSU was among the first 135 baccalaureate social work education programs to achieve full accreditation – which has been maintained continuously since that time. Enrollment surged to a high of 375 majors during the mid-1970s, and it was necessary to cap the major at 325 students because new resident instruction resources were devoted to taking over the agreed-upon increasing percentage of program costs rather than funding new faculty positions to meet the growing student demand. In the 1980s, the stated goal of the Reagan administration to dismantle public human services had the effect of discouraging students from majoring in social work (both at CSU and throughout the United States), and the number of majors at CSU dropped below the cap to as few as 177 in the mid-1980s.

In 1976 an outreach innovation was introduced aimed primarily at assisting public social services workers to improve their competencies and credentials. Again making use of federal funds available through Title XX, a distance education program was developed, designed to help persons who possessed baccalaureate degrees

in other disciplines obtain a “second bachelor’s degree” in social work. Achieving this second bachelor’s degree also allowed these students to complete a master’s degree in social work in a reduced period of time (i.e., advanced standing) in many MSW programs throughout the United States.

By that time, the new department’s programs were completely funded by the university, and plans were initiated to create a master’s level social work education program (MSW). It was determined that the second bachelor’s degree would be phased out and its resources devoted to developing the MSW. At that time no MSW programs existed in the states of Idaho, Montana, Wyoming, North Dakota, or South Dakota and the only other accredited social work education program in Colorado was the MSW program offered at The University of Denver (DU). The MSW program at DU was primarily oriented to specialized social work practice delivered in the Denver metropolitan area, and the tuition at that private university was viewed as prohibitive by many potential social work students. Given CSU’s land-grant mission to serve people throughout Colorado, the recognized needs of the neighboring states that did not offer the MSW, and the desire to avoid direct competition with DU, the proposed MSW program was oriented to preparing advanced generalist social workers especially capable of responding to the human services needs of small towns and rural areas or communities that were undergoing rapid transition (e.g., energy boom/bust towns, urban sprawl). That focus was later expanded to include preparation to serve residents in urban areas, especially along the Front Range.

In July 1984 the MSW program was approved by the Colorado Commission on Higher Education and in June 1985 it was accepted into candidacy for accreditation by the Council on Social Work Education. Eligibility for initial accreditation was achieved in 1986, and fully accredited status was granted in 1992. The first class of 18 master’s level graduates received their degrees in 1986.

Another major program innovation was approved by the Colorado Commission on Higher Education in 1990 when an alternative MSW program (with the University of Southern Colorado in Pueblo) was initiated. The University of Southern Colorado (USC), a sister university in the Colorado State University System, had by then achieved accreditation for its baccalaureate social work program and joined CSU in making the MSW accessible to students from the southern part of the state. The inclusion of USC in this social work education effort also was intended to recruit a more culturally diverse student body than is found in northern Colorado. Approval of this alternative program was granted by the Council on Social Work Education in 1992, and the first 23 students graduated in 1994.

This effort became the Colorado State University System’s first cooperative program. In 2003, USC merged with CSU and is now named Colorado State University – Pueblo.

CSU School of Social Work further expanded its outreach efforts by admitting a cohort of 27 students living in the Western Slope to the MSW program in 1998. Students took their graduate courses in Grand Junction over a four-year period. The first Western Slope class earned MSW degrees in May 2002. The School of Social Work admitted a second cohort of Western Slope MSW students in fall 2003. These students graduated in May 2006. The first Colorado Springs Distance MSW cohort of students graduated in December 2008. The second cohort began in January 2009 and graduated in December of 2011. A third cohort was admitted in Colorado Springs in January 2012. In January 2010, the first Central Colorado MSW cohort was admitted. The

Central MSW program was initiated in response to a growing demand for our weekend distance MSW from across the state of Colorado and beyond. The Central cohort held classes in Thornton and graduated in December 2012. In January 2015 distance programs were converted to a hybrid model with much of the class experience offered in an online format while two weekends per semester are required for face-to-face classroom experiences. Currently the distance program is offered through three cohorts along the Front Range of Colorado.

In an effort to continue to meet the needs of students and the community, the School of Social Work piloted an Advanced Standing program for students with BSW degrees from undergraduate social work programs accredited by the CSWE. Approximately 15-25 students with BSW degrees from accredited schools are admitted each year since.

Consistent with its roots in supporting the human services agencies, the CSU School of Social Work has devoted considerable effort to outreach activities. Substantial collaborations have been in the areas of research, curriculum development for and provision of statewide training to county child welfare and child protection workers. The School also supports other service and research-oriented programs including the Human-Animal Bond in Colorado (HABIC) program and the Social Work Research Center (SWRC). HABIC'S mission is to "improve the quality of life for people of all ages through the therapeutic use of companion animals." Over the years HABIC has developed a large number of animal-assisted therapy and activity programs along the Front Range. Presently, HABIC has approximately 150 trained and supervised human-animal teams (e.g. owner/dog), providing services to 800 clients per week, in 50 separate programs.

The Social Work Research Center was approved in 2004 representing collaboration between Colorado State University (School of Social Work) and community partners. Examples of community partners include County Departments of Human Services in Colorado (i.e., Larimer, Boulder, Adams, El Paso, Arapahoe, Broomfield, Pueblo, Weld, Broomfield, and Jefferson Counties), The American Humane, and Larimer County Mental Health. The purpose of the Social Work Research Center is to study social work interventions in areas such as child welfare and juvenile delinquency, while promoting evidence-based research, practice, and policy. SWRC provides research and program evaluation services to child welfare agencies, human services providers, governmental entities, and community groups. SWRC also collaborates with social work faculty and other interdisciplinary programs across the university on research and evaluation initiatives.

In 2002, the name of the Department of Social Work was officially changed to the School of Social Work to more accurately reflect the increased breadth of activities across national and in international arenas.

In 2006, the Social Work Center for Lifelong Learning and Outreach Education (CLOE) was established. The Center for Lifelong Learning and Outreach Education develops, administers, and integrates degree and non-degree educational programs that extend outside the on-campus degree programs of the School of Social Work. The Center provides oversight to maintain high quality programs that are consistent with the mission and goals of the School of Social Work, the College of Applied Human Sciences, and Colorado State University. The Center fosters increased faculty and student involvement in community improvement as resources for social workers and human service personnel, providing lifelong learning opportunities, and engaging alumni in both providing and participating in the educational opportunities offered by the Center.

In July 2009, the Community Organizing to Reach Empowerment (CORE) Center became a Center into the School of Social Work. The CORE Center was a community-based program serving North Fort Collins residents. The CSU CORE Center, under the leadership of the School of Social Work, became an organizational member of the National Child Traumatic Stress Network (NCTSN) and received a

\$1.2 million grant from the Substance Abuse Mental Health Agency to deliver trauma-informed, evidence-based interventions to low-income Latino children and families in northern Fort Collins. CORE Center in north Fort Collins closed on July 31, 2013. The federal grant that supported the center ended in September 2012, and the center was unable to secure funding to sustain the program. CSU underwrote the center for ten months to assure that all services were smoothly transitioned.

In 2011, the CSU Board of Governors approved a PhD Program in Social Work replacing our successful interdisciplinary PhD collaboration with the School of Education. Additional information about the curriculum and admissions is located on the School of Social Work website: [SOSW - PhD Program](#)

The programs of the Colorado State University School of Social Work have reflected continuing responsiveness to the needs and interests of the region, the profession of social work, and the university. The School of Social Work is currently one of nine academic units in the College of Health and Human Sciences that make practical application of knowledge and skills to address the needs of people.

Vision

The School of Social Work will advance social, environmental, and economic justice, promote equity and equality, alleviate oppression, and enhance human health and well-being across local and global community systems.

School Mission

The School of Social Work strives to create an anti-racist, anti-oppressive, and liberatory learning community. We prepare leaders who demonstrate excellence in practice, research, advocacy and community engagement across local and global settings.

Guiding Principles

1. The School stands for courageous and resolute adherence to professional ethics and values by honoring commitments and upholding the highest standards of academic and scientific integrity.
2. The School is committed to academic rigor, seeking to define and address emerging social challenges thru interdisciplinary collaboration and critical inquiry that inspires innovation.
3. The School respects, honors, and values individual differences and diverse ideas. Using a lens of intersectionality, each person is treated with dignity, care, and respect.
4. The School cultivates a trusting and transparent environment through inclusive planning and decision-making with full, accurate, and timely communication of information.
5. The School proactively responds to emerging trends and issues through social engagement and experiential learning, which are integrated in all aspects of our teaching, research, and service.

Core Values

1. Integrity
 - a. Uncompromising adherence to professional ethics and principles
 - b. Cultivating or demonstrating trust and honesty in how we relate to each other / in all encounters and situations
 - c. Awareness of how we interact with one another as human beings – this means, to be honest, trust the good intentions of our colleagues, show up authentically
 - d. The courage to stand where you're standing and the tenacity to hold what you believe
 - e. Professional and personal
2. Transparency --- alternatively, Open and Inclusive
 - a. Clear, open, honest communication
 - b. Inclusion in decision-making
 - c. Full, accurate, timely disclosure of information
 - d. Group power and group decision-making, in terms of how we operate as a group and how we teach empowerment
 - e. Courage

3. Respect
 - a. Dignity, worth
 - b. Unconditional positive regard
4. Empathy
 - a. Compassion
5. Innovative Excellence
 - a. Moving forward with a spirit of scientific inquiry, teaching innovation, and a broader view of “what belongs” to Social Work
 - b. Passionate, systematic curiosity and inquiry
 - c. Inspiring innovation in our students
 - d. Academic excellence; thinking differently about problems and solutions
 - e. Recognizing how we act within larger systems and seeking interdisciplinary collaborations – Integrated thinking, ecosystems perspective
 - f. Being relevant, timely, and responsive
 - g. Integrated knowledge
 - h. Community of knowledge seekers
 - i. Passionate curiosity
6. Social Action / Service / Active Engagement (or Framework or Lens)
 - a. Unwavering commitment to creating change
 - b. ACTING towards or in the spirit of social justice
 - c. Commitment to action, to improvement, to change
 - d. Bring change agents
 - e. Being responsive to changing landscapes; Being aware of constantly changing contexts/variables and fluid in our responses

General Organization and Administration of the School of Social Work

The Director of the School of Social Work is responsible for the overall administration of the School, the curriculum, and the quality of the education provided in the programs. The BSW Program Director assists the Director with administrative functions of the undergraduate programs. The Director of the Field Education Program plans community-based education while program coordinators connect students with internship placements for the Bachelor of Social Work (BSW) program. Instructor staff are responsible for teaching the social work curriculum, preparing students to become professional social workers, and participating in the governance of the School. Please refer to the organizational chart below.

Organizational Structure

- School of Social Work Director (Charlotte Bright)
 - MSW Program Director & School of Social Work Assistant Director (Amy Martonis)
 - MSW Advisor
 - BSW Program Director (Dana Gaines)
 - BSW Academic Success Coordinators
 - PhD Program Director (Anne Williford)
 - Graduate Programs Coordinator Administrative Assistant III
 - Internship Education Director (Leah Cleeland)
 - Associate Director of Internship Education and Programs
 - BSW Internship Coordinators
 - MSW Internship Coordinators
 - Internship Program Support Program Assistant II
 - Outcomes Coordinator
 - Centers
 - SWRC Director Senior Research Scientist
 - Research Associate (RA) I
 - RA III
 - RA III
 - RA IV
 - HABIC Director
 - Office Coordinator
 - CLOE
 - Distance Liaison
 - Post Docs
 - Faculty
 - With PhD
 - Professors (T'T or NTT Clinical / Research)
 - Associate Professors (T'T or NTT Clinical / Research)
 - Assistant Professors (T'T or NTT Clinical / Research)
 - With MSW as Terminal Degree
 - Master Instructor
 - Senior Instructor
 - Instructors
 - Business Officer
 - Office Coordinator Admin Assistant II
 - Communications Coordinator

Section II

Bachelor of Social Work (BSW) Program

The School of Social Work is dedicated to the values and ethics of the profession of social work, the welfare of humankind, the disciplined use of a recognized body of knowledge about people and their interactions, and the marshaling of community resources to promote the well-being of all.

The School's educational programs prepare undergraduate students for generalist practice in social work. Generalist social work is regarded both as a perspective and a practice approach because the social worker is taught to recognize the impact, influence, and potential resources available from the context where practice occurs. The intent is to assist students in developing an ongoing responsibility to address their continuing needs for professional development and to become contributors to the social work profession.

"Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice." [Council on Social Work Accreditation](#))

Accreditation

The BSW program at CSU has been accredited since 1974 when The Council on Social Work Education (CSWE) [CSWE](#) began accrediting undergraduate social work programs in the United States. While maintaining the requirement for a generalist perspective for BSW programs, in 2008 CSWE moved to a competency based educational framework for its Education Policy and Accreditation Standards (EPAS). In 2015 revised competencies for the education of BSW students were published. In fall, 2018, the BSW program at CSU implemented a new curriculum based on the 2015 EPAS. Development of these generalist competencies is supported throughout the BSW curriculum with each class addressing development of specific competencies in student learning. See Appendix B for a complete list of the competencies that form the foundation for the BSW program.

Liberal Arts Base

CSWE standards indicate that generalist practice is grounded in the liberal arts. The liberal arts promote breadth of knowledge, critical thinking, and communication skills. At Colorado State University, all students are required to take a series of courses through the All-University Core Curriculum (AUCC) designed to provide these essentials. Additionally, each major program of study must identify a series of required courses that provide depth and integration. The requirements for the AUCC is outlined below:

All-University Core Curriculum (AUCC)

Requirements	Credits
AUCC 1. Basic Competencies	
A. Intermediate Writing	3
B. Mathematics	3
C. Diversity Equity and Inclusion	3
AUCC 2. Advanced Writing	3
AUCC 3. Foundations and Perspectives	
A. Biological and Physical Sciences	7
(At least one course must have a laboratory component.)	
B. Arts/Humanities	6
C. Social/Behavioral Science	3
D. Historical Perspectives	3
AUCC 4. Depth and Integration	
A. Applying Fundamental Competencies: designated courses must apply and integrate knowledge from courses in the Fundamental Competencies of AUCC Categories 1A, 1B, and 2. At least 50% of the course grade must be based on activities that involve writing, speaking, and/or problem solving. Early guidance and feedback will support students' growth as writers, speakers, and problem solvers.: SOWK 410	3
B. Integrating Foundations and Perspectives: designated courses must build upon the Foundations and Perspectives of AUCC Categories 3A, 3B, 3C, 3D, and 3E in an integrative and complementary way. Each course designated to fulfill this requirement shall emphasize the connections between its course content and the concepts and intellectual approaches that exemplify Foundations and Perspectives categories: SOWK 400	3
C. Capstone Experience: every major must require a capstone experience that offers the opportunity for integration and reflection on students' nearly completed undergraduate education: SOWK 492	3

Each unit is free to further specify how each of these requirements is to be met and to designate additional requirements. The School of Social Work has delimited AUCC and designated additional requirements as follows:

1. Social work students are required to take a statistics course with STAT 100 recommended. SOC 210, STAT 201, or STAT 301 also acceptable. To fulfill part of AUCC Category 3A social work students are required to take a human/animal biology course.
2. Social work students are required to take either POLS 101 American Government and Politics or POLS 103 State and Local Government and Politics.

3. Social work students are required to take a social, environmental, economic justice course that they select from a department list of approved courses. This course may not be used to fulfill AUCC Category 3A, 3B, 3C, 3D or 3E.
4. Social work students are required to take introductory courses in human development (HDFS 101), psychology (PSY 100), and sociology (SOC 100 or SOC 105). One of these courses may also be used to fulfill AUCC Category 3C.
5. Social work students are required to take a course in the area of health and wellness. They may choose from one of the following: ERHS 220, ERHS 430, FSHN125, FSHN150, HES145, HES 345, MIP 101, MIP149, PHIL130, or PSY328.
6. Social work students are required to take 6 credits of upper division course work in the social/behavioral sciences. They may choose courses from the following departments: Anthropology, Economics, Ethnic Studies (social science courses only. See department list), History, Human Development and Family Studies, Political Science, Psychology, and Sociology (except SOC 311 and HDFS 350)
7. The depth and integration requirements are fulfilled by social work students by taking the following required social work courses:
 - Category 4A: SOWK 410 – Social Welfare – Policy, Issues, and Advocacy
 - Category 4B: SOWK 400 – Generalist Practice - Communities
 - Category 4C: SOWK 492 – Capstone Seminar

Academic Success Coordinators will provide progress check sheets to student to assist with completing the above requirements. These requirements are also reflected on the degree audit available through RamWeb.

BSW Program Mission

The BSW program prepares generalist social workers that will advance economic, and environmental, and social justice, will promote equity and equality, will alleviate oppression, and will enhance human health and wellbeing across micro, mezzo, and macro levels locally and globally. The BSW program provides exemplary experiential education that encompasses best practices, embraces scientific inquiry, and fosters respect for diversity using person-in-environment and strengths-based frameworks.

Goals:

The BSW program's mission is accomplished by preparing generalist social workers who:

1. Apply generalist practice to engage, assess, intervene with, and evaluate individuals, families, groups, organizations, and communities.
2. Actively advance social, economic, and environmental justice, promote equity and inclusion to eliminate oppressive conditions for all people.
3. Apply critical thinking skills to all areas of social work practice.
4. Engage in research-informed practice and practice-informed research.
5. Utilize relevant theoretical foundations that incorporate diversity and utilize a strength-based approach to engage, assess, intervene, and evaluate across all system levels (micro, mezzo, macro).
6. Engage in self-regulation and demonstrate professional behavior through reflection and life-long learning.
7. Engage with client systems in a manner that is consistent with the values, principles, and ethics of the NASW Code of Ethics.
8. Collaborate with other disciplines to solve complex problems at all systems levels.
9. Engage in policy and community practice to promote justice and human rights.

Description of Required Social Work Courses

SOWK 120 – Academic and Career Success

Skills for general academic success, personal growth, self-management, and knowledge of campus/community resources. Examination of professional opportunities within the field of social work.

SOWK130 -Identity, Power, and Social Justice (Fulfills AUCC category 1C)

Knowledge of historic atrocities and injustices that continue to shape socialization, perpetuating oppression and normalizing power based on identity. Discussion of identity, privilege, oppression, intersectionality, and social location applied to race, class, gender, sexual orientation, ability, and religion. Application of social justice practices that will allow social workers and community members to advocate for equity and inclusion of all people.

SOWK 150 – Introduction to Social Work

Introduction to generalist social work, including the history of social welfare in the U.S. and the knowledge, values, skills, practice settings, and populations served across the profession with special emphasis on vulnerable groups. The broad range of theoretical approaches and intervention strategies required are introduced. Practice roles discussed are advocate, broker, counselor, mediator, researcher, and community change agent.

SOWK 286 A-B – Foundation social work interviewing skills

Introductory social work practice skills in communication, relationship development, and professional behavior in the community setting.

SOWK 300 – Research in Applied Professions

Basic understanding of the research process and research methodologies, including skill in finding, understanding, interpreting, and applying research findings using critical thinking skills. Major emphasis on the steps and procedures to investigate various social problems and interventions that are central to contemporary social work practice while learning how research can be used to improve social work practice and to foster social and economic justice.

SOWK 330 – Dismantling Privilege and Oppression

Knowledge and skill in deconstructing one's own identity, privilege and oppression to apply that process of understanding to a client's unique intersecting identities creating culturally sensitive social work practices.

SOWK 333 – Human Behavior in the Social Environment

Historic and contemporary theoretical foundations as contributions to practice knowledge in social work. Uses ecological and systems theory as organizing frameworks with critical thinking as a skill for identifying and challenging assumptions. Understanding human behavior theory relevant to social work practice.

Practice Courses

The following four social work practice courses focus on development of students' knowledge and skills in applying the problem-solving approach to multi-level (individual, partners, couples, family, group, organization, community) system assessments and interventions. Within a generalist framework, these four

courses focus specifically upon the knowledge, skills, and competencies needed for operationalizing the planned change process at designated system levels and the roles appropriate to each level of intervention. Issues of professional values and ethics are also infused in each course. Knowledge-guided practice, specifically evidence-based practice, is an important premise for each of these courses.

SOWK 340 – Generalist Practice - Individuals and Families

Knowledge and techniques used in applying the generalist planned change process to individual and family system assessments and interventions.

SOWK 341 – Generalist Practice - Small Groups

Knowledge, skills, and competencies needed for the planned change process in groups within a generalist framework.

SOWK 343 – Generalist Practice - Organizations

Knowledge, values, and skills for the planned change process with organizations.

SOWK 400 – Generalist Practice – Communities (fulfills AUCC category 4B)

Knowledge and skills to engage with communities, create culturally sensitive change, and evaluate the planned change process.

SOWK 410 – Social Welfare – Policy, Issues, and Advocacy (fulfills AUCC category 4A)

Issues and processes shaping social welfare institutions; definitions of social welfare policy; analytical framework for policy analysis.

SOWK 488 – Internship Placement*

Students integrate and apply social work competencies (Council on Social Work Education accreditation standards) learned across coursework through direct practice in an agency setting for internship education. Students will demonstrate competency in professional knowledge, values, skills, and affective and cognitive processes for beginning social work practitioners.

SOWK 492 – Capstone Seminar (fulfills AUCC category 4C)

Integrates the knowledge, values, skills, cognitive and affective processes, and behaviors that develop social work competency while in field placement.

Social Work Elective Courses

The School of Social Work offers the following elective courses. Most are designed to focus on specific practice areas or populations:

SOWK/ETST 352 – Indigenous Women, Children and Tribes

Historical and contemporary lives of women, children, and tribal communities.

SOWK 370 – Addictions: A Social Work Perspective

A social work bio-psychosocial lens to the system of addictions and substance abuse.

SOWK 371A – Fields of Practice: Child Protection

The evolution of the child welfare system, including the current models, practices, and skills used to protect children and support families.

SOWK 371B – Fields of Practice: Juvenile Justice:

History, approaches, theories, and social work practices in the juvenile justice system with a focus on inequity and social justice.

SOWK 371C – Fields of Practice: Criminal Justice

History, approaches, theories, and social work practices in the adult justice system with a focus on inequity and social justice.

SOWK 371E – Fields of Practice: Social Gerontology

Application of practice processes in the field of gerontology, including the current models, practices, and skills used in the profession.

SOWK/IE 450 – International Social Welfare and Development

Framework of social welfare and development in international area; social need with focus on cultures/countries in transition.

SOWK 482A – Social Work in Costa Rica

International social work practice through exposure to culturally diverse communities in Costa Rica. Examine social problems, social action, and social injustice in the context of global interdependence.

SOWK 482B – Social Work in India

International social work practice through exposure to culturally diverse communities in India. Examine social problems, social action, and social injustice in the context of global interdependence.

In accordance with the recommendation of the Council on Social Work Education, no academic credit is given in whole or in part, for life experience and/or previous work experiences in lieu of coursework including field placement.

* Background checks are generally required by human service agencies in the community for placement and participation in these courses.

Sequencing of Required Social Work Courses

Required social work courses must be taken in specified sequences depending on whether students enter the program in their first, sophomore, or junior years. The following three lists specify these sequences.

BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES

4 Year Plan Effective Fall 2023

First Year

- SOWK 120 (1) – Academic and Career Success
- SOWK 130 (3)- Identity, Power, and Social Justice
- SOWK 150 (3) – Introduction to Social Work

Second Year

- SOWK 286A (3)-Foundational Interviewing Skills
- SOWK 286B (3)-Foundational Interviewing Skills II
Or SOWK 344 (3)-Generalist Practice with Partners and Couples
- SOWK 330 (3) – Dismantling Privilege and Oppression
- SOWK 333 (3) – Human Behavior in the Social Environment

Third Year

- SOWK 300 (3) – Research in Applied Professions
- SOWK 340 (3) – Generalist Practice - Individuals
and Families
- SOWK 341 (3) – Generalist Practice - Small Groups
- SOWK 343 (3) – Generalist Practice – Organizations

Fourth Year

- SOWK 400 (3)– Generalist Practice - Communities
- SOWK 410 (3) – Social Welfare Policy, Issues, and
Advocacy
- SOWK 488 (10) – Field Placement
- SOWK 492 (3) – Seminar**

** Required 1st semester of concurrent placement.

BACCALAUREATE PROGRAM

SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES

3 Year Plan Effective Fall 2023

Social work majors entering the program with 30 or more earned credits (sophomore year) must expect to spend a minimum of 5 semesters to complete the social work degree.

Fall Semester

- SOWK 120 (1) – Academic and Career Success
- SOWK 130 (3)- Identity, Power, and Social Justice
- SOWK 150 (3) – Introduction to Social Work
- SOWK 286A (3)-Foundational Interviewing Skills

Spring Semester

- SOWK 286B (3)-Foundational Interviewing Skills II
 - Or SOWK 344 (3)-Generalist Practice with Partners and Couples
- SOWK 330 (3) – Dismantling Privilege and Oppression
- SOWK 333 (3) – Human Behavior in the Social Environment
- and Families

Fall Semester

- SOWK 300 (3) – Research in Applied Professions
- SOWK 340 (3) – Generalist Practice – Individuals
- SOWK 341 (3) – Generalist Practice - Small Groups

Spring Semester

- SOWK 343 (3) – Generalist Practice – Organizations
- SOWK 400 (3)– Generalist Practice - Communities
- SOWK 410 (3) – Social Welfare Policy, Issues, and Advocacy

Fall Semester

- SOWK 488 (10) – Field Placement
- SOWK 492 (3) – Seminar**

** Required 1st semester of concurrent placement.

BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES

2 Year Plan Effective Fall 2023

Fall Semester

- SOWK 120 (1) – Academic and Career Success
- SOWK 130 (3)- Identity, Power, and Social Justice
- SOWK 150 (3) – Introduction to Social Work
- SOWK 286A (3)-Foundational Interviewing Skills
- SOWK 333 (3) – Human Behavior in the Social Environment

Spring Semester

- SOWK 286B (3)-Foundational Interviewing Skills II
Or SOWK 344 (3)-Generalist Practice with Partners and Couples
- SOWK 330 (3) – Dismantling Privilege and Oppression
- SOWK 340 (3) – Generalist Practice - Individuals
and Families
- SOWK 341 (3) – Generalist Practice - Small Groups

Fall Semester

- SOWK 343 (3) – Generalist Practice – Organizations
- SOWK 300 (3) – Research in Applied Professions
- SOWK 400 (3)– Generalist Practice - Communities
- SOWK 410 (3) – Social Welfare Policy, Issues, and
Advocacy

Spring Semester

- SOWK 488 (10) – Field Placement
- SOWK 492 (3) – Seminar**

** Required 1st semester of concurrent placement.

Progression in the Major

Depending on the sequencing of a student's coursework, either at the end of SOWK A (fall) or SOWK B (spring), students go through a process of applying for Progression to the Major in order to be permitted to enroll in the junior level practice courses. This process entails an evaluation of student's performance in the practicum as well as formally committing to the ethics and values of the profession by students.

Senior Internship Placement

A senior internship placement (SOWK 488) in an agency setting is an integral component of the BSW curriculum. The internship education, taken in either two consecutive semesters for 14 hours a week (concurrent) or one semester for 28 hours a week (block), engages the social work student in supervised social work practice and provides the opportunity to apply classroom learning in community settings. BSW students must have a minimum of 450 supervised hours of internship experience. Through their field placements, students refine their professional social work skills and integrate classroom course content with supervised hands-on practicum experience in service provision, outreach, networking, and resource development. CSWE mandates that BSW programs establish minimum standards for internship education instruction and that supervisors be experienced social service agency personnel with a BSW or MSW degree. This formalized supervision helps to ensure consistently high standards of quality. There is an internship fee to defer a portion of the cost of the field placement program. In addition, acceptance of a student by a field agency is generally contingent on the background check of the student as well as the student's readiness with the agency. Please refer to the [SOSW Field Education - Internships Website](#) for more specific information.

The Internship Education Program in the School of Social Work is administered by Leah Cleeland, Director of Field Education, leah.cleeland@colostate.edu. Itxel Jimenez-Colores is the Field Education Coordinator for the BSW Program, Itxel.Jimenez-Colores@colostate.edu. Students will apply for field placement and interview for placement the semester prior to the semester in which they plan to enroll in SOWK 488.

Additional Educational Opportunities

All students are encouraged to explore additional educational opportunities. For example, some students choose to minor in a second language. Others explore opportunities in ethnic studies, criminal justice and gerontology. Many students elect to study abroad to enhance their university education. Some students have chosen to have their field placement (SOWK 488) be in a different country to gain international experience. Please feel free to discuss these opportunities with your advisor.

Section III

Undergraduate Student Policies and Procedures

The School of Social Work and the BSW Program is committed to helping students become successful social workers. Students are encouraged to contact professors/instructors if they are experiencing difficulties in course work for any reason. Students may also contact their advisors for assistance with academic work or referral to the many resources at CSU to assist with academics and/or other areas of concern.

The SOSW and the BSW Program are guided and abide by policies and procedures created by CSU. In this section, the reader is referred to the CSU General Catalog for details on policy and procedures for many such policies.

Background Checks

If a student has a criminal charge in their background, it is in the student's best interest to disclose this information prior to Progression to the Social Work Major. While the BSW program works diligently to place all students, a charge may pose difficulties in securing a field placement for the student and/or may result in the inability to place the student.

Students who have a criminal background should understand that some community agencies may be precluded by law from accepting them in field placement. Additionally, some agencies are unwilling to supervise students having certain criminal charges. The field education team will make every effort possible to assist students in securing a field placement. However, if a placement cannot be accomplished for any reason, the student may not be able to complete the degree program. Students should also be aware that even if field placements are secured and a degree is awarded, certain criminal offenses may preclude them from obtaining employment as a social worker and that some states may refuse to license the applicant as a professional social worker.

Progression to the Major of Social Work and Student Performance Procedure Regarding Admittance and Retention

Two professional organizations, The National Association of Social Workers (NASW) and the Council on Social Work Accreditation (CSWE) guide social work practice and education. The NASW develops the Code of Ethics for practicing social workers. The CSWE accredits bachelors and masters social work educational programs in the United States. Progression to the Major at the SOSW is guided by standards required by both

of these entities to ensure accreditation standards are met and BSW students meet nationally recognized ethical requirements for their profession.

The NASW Code of Ethics requires that social workers act ethically in their work with clients. It also requires that social workers take action when their colleagues are not acting competently or ethically. ([NASAW Code of Ethics](#)). CSWE requires that social work programs describe the procedures for informing students of the program's criteria for evaluating students' academic and professional performance and that the program have policies and procedures for terminating students' enrollment in the social work program for reasons of academic and professional performance. ([CSWE Education Policy and Accreditation Standards, Section 3.1](#))

After declaration of the major, students must apply to continue in the major, a process called "Progression to the Major", while in the introductory BSW courses. Progression to the Major in the BSW program is guided by standards required by NASW and CSWE to ensure students meet nationally recognized ethical requirements for their profession and to meet accreditation standards.

Progression to the Major is a time in a student's academic career when faculty and the student can review the student's behaviors, attitudes, and readiness for the profession of social work. Prior to enrolling in the 300 level practice courses (SOWK 340, and SOWK 341,), students must apply for Progression to the Major. Approval of the Progression to the Major application is a prerequisite for enrollment in SOWK 340. Generally, application happens when

- students have 60 or more credits,
- plan to graduate in the following four semesters,
- and/or need to take SOWK 340 and SOWK 341, in the following semester.

Meetings for orientation to the major, an explanation of the purpose of Progression to the Major, the procedures for applying, and the review process are held in the fall semester for all students enrolled in SOWK 286.. Attendance at one of the meetings is a requirement for approval of the progression application. Additional meetings are held for those students who did not attend a fall meeting. The instructions for Progression to the Major are provided in both fall and spring semesters). Academic Success Coordinators may also assist in connecting students who meet progression criteria to the application process.

As a professional program, academic performance, and readiness to proceed in the SOSW program requires a minimum grade point average, completion of required course work, and behaviors appropriate to the performance of social work. Problems in student performance may be addressed with the student at any time in the student's academic career in the BSW Program.

Student Expectations for Progression:

- Maintain a minimum GPA of 2.5 in SOSW course work; a grade of C or better in all SOSW coursework; 2.0 in overall university course work; 2.0 in All University Core Curriculum (AUCC) course work.
- Demonstrate conduct that complies with the CSU Student Code of Conduct.
- Demonstrate conduct that adheres to the NASW Code of Ethics and social work values in interactions with faculty, peers, the community, organizations, and clients.
- Remain free of criminal convictions while enrolled in the School of Social Work and CSU.
- Refrain from substance use that interferes with the performance of responsibilities to clients and agencies and/or interferes with classroom performance.
- Demonstrate behavior that prioritizes the welfare of those to whom the student has a responsibility such as clients and coworkers.
- Refrain from any behaviors that cause harm to clients, including romantic or sexual relationships.
- Demonstrate respect for all persons and appreciation for social diversity with respect of race, ethnicity, gender, sexual orientation, socioeconomic class, age, disability, and religion.
- Demonstrate sound judgment, both in work with clients and in regard to oneself, such as seeking professional help for physical and emotional problems that interfere with professional functioning.
- Demonstrate honesty and integrity in work with client systems and in the classroom.

Review Process

Concerns regarding a student's application for progression are reported to the Director of the BSW Program. Concerns may be identified during the Progression to the Major application review process or at any time before or after Progression to the Major. Progression applications will be reviewed by the Director of the BSW Program. Concerns regarding any of the foregoing student expectations will be addressed by the BSW Director directly with the student, the student's ASC, and other Instructors/Staff as applicable. Major concerns regarding the student's ability to proceed in the program will be reviewed by the Director of the BSW program with the administrative team of the School of Social Work, including but not limited to the Director

of the School of Social Work. A meeting will then be scheduled for review of the concerns with the student, faculty member(s) involved, the Director of the BSW Program, the Director of Internship Education if relevant, and the Director of SOSW. Review of concerns may result in one or more of the following resolutions, through the Director of SOSW:

- Dismissal or resolution of the expressed concerns.
- A probationary period which includes a remediation contract with the student to address concerns that will be monitored by the BSW Program Director or designated faculty.
- Dismissal of the student from the social work major.
- A report to the CSU Student Resolution Center, in the event the concerns include possible violations of the CSU Student Conduct Code.

If a student progresses to the major, students must continue to maintain a 2.0 overall GPA, and a 2.5 GPA with no grade less than C in any social work course. Students will be required to retake any required social work course in which a grade of C or better is not achieved.

Application Evaluation Procedures

Progression applications are reviewed by the Director of the BSW Program for compliance with the Expectations for Progression, attendance at the required Orientation and Progression to the Major meeting and a signature agreement to abide by the NASW Code of Ethics.

Evaluation procedures are as follows:

1. Application are recorded as they are submitted to the BSW Program with the date of submission.
2. The BSW Director consults with the instructors of pre-progression courses for concerns regarding any students who are experiencing difficulty with meeting progression expectations. Other faculty may also submit concerns to the BSW Director.
3. Progression applications are approved on a rolling basis. Once student's have completed all application sections, the BSW Program Director will review and send notice to the student of the application findings.
4. The Director of the BSW Program records the results, including approval, denial, or probation (conditional approval) for each student on a spreadsheet maintained electronically and available at a program level.
5. If a student is not in compliance with academic expectations for Progression, the Director of the BSW program may grant a probationary period (conditional Progression) to allow the student time to complete a prerequisite or raise their GPA. In this circumstance, the student is allowed to enroll in the beginning upper division practice courses SOWK 340, and SOWK 341 if requested, conditionally as the student works toward alignment with the progression academic expectations. The student is expected to work with an advisor to develop a plan to align with Progression expectations. A student's application may also be denied. Students may reapply when their academic performance is in line with academic expectations.

6. Behavioral, ethical, or conduct concerns are presented to the School of Social Work's advisory team for consultation and guidance. As stated above any of the following may result:
 - Dismissal or resolution of the expressed concerns.
 - A probationary period which includes a remediation contract with the student to address concerns that will be monitored by the BSW Program Director or designated teaching staff.
 - Dismissal of the student from the social work major.
 - A report to the CSU Student Resolution Office, in the event the concerns include possible violations of the Student Conduct Code.
7. It is the responsibility of the BSW Director to implement any of the above.
 - The BSW Director initiates meetings with the student and other relevant teaching staff to contract with the student regarding performance.
 - The BSW Director notifies the student if dismissed from the program.
 - The BSW and/or relevant faculty make a referral to the CSU Student Resolution Center.

Notification Procedures

1. SOSW staff provide electronic overrides for students who are approved or receive conditional approval to take SOWK 340 and if requested, SOWK 341.
2. SOSW staff then send electronic notification to students with an attached letter indicating approval from the BSW Director. In this email students are also notified that they are now able to register for SOWK 340, and if requested, SOWK 341. Students are unable to register for these courses without an override following the review process.
3. For individual students who do not meet prerequisites or GPA expectations, the BSW Director notifies these students with an email copied to the students' advisor, that they have not met the conditions for approval of Progression to the Major. Indicating the requirement that is not met, students are instructed to meet with their advisor to develop a plan to rectify the deficiency and align with the expectations for approval. The Director also notifies the student that they must reapply for progression when they have met the academic expectations.
4. For individual students who do not meet other expectations for Progression to the Major, including behavior and conduct expectations, the BSW Director, schedules a meeting with the student, the teaching staff who expressed concerns, and if applicable, a student's ASC. The student may also invite an advocate to the meeting. At this meeting, the concerns are presented and discussed. A plan or contract is developed for the student to address the concerns with a timeline for remediation. With their signatures the student and the BSW Director indicate agreement to the plan.

Procedures for Concerns Identified At Any Time During Enrollment in the Program:

Procedures For Academic Concerns

1. Students who have an overall university GPA below 2.0 are required to have an appointment with their advisor each semester or until their GPA is at, or above, 2.0.
2. Students may not register for courses for the following semester without an advising code, obtained from their academic advisor, requiring a meeting with their advisor.
3. The student's ASC notifies the student generally by electronic message or text message through the advising platform of other academic concerns.
4. The academic advisor works with the student to develop a plan of action to remedy the situation.
5. Students may not register for a required social work course if they have less than a grade of C in the social work course prerequisites. Students in this situation are advised to seek assistance from their advisor.

Procedures For Behavioral Or Conduct Concerns

1. Once a behavioral or ethical concern is identified, the BSW Director, and the Director of Internship Education if the concern occurs in internship settings, gather information relevant to the concern, then present the concern to the advisory team of the School of Social Work for consultation.
2. The BSW Director is responsible for administering the recommendation of the advisory team. If the concern occurs in field, the BSW Director and Director of Internship Education collaborate to address the recommendation.
3. Such recommendation must be documented in writing with substantive justification for the recommended action and must be approved by the Director of the School.
4. If the concern, including academic dishonesty, violates the CSU Code of Conduct, then the issue may be referred to the CSU Student Resolution Center for resolution.
5. If the concern identified violates the conditions of Progression to the Major, including violation of the NASW Code of Ethics, after consultation with the School of Social Work's administrative team, the BSW Director, with other relevant faculty such as a course instructor, advisor, and/or field team member, meets with the student to explain the concern.
6. Ideally, the outcome of this meeting is a contract to correct the violation or concern. The contract identifies the concern as well as corrective actions expected from the student. The contract is signed by the student and the BSW Director to indicate agreement with a copy provided to the student.
7. The BSW Director monitors the contract unless the concern occurs in field placement. In that case, the Director of Internship Education monitors the contract.
8. Approval for Progression to the Major may be removed in the student's academic record indicating probationary status. With successful completion of the contract, Progression to the Major status is reinstated.

If a concern warrants dismissal from the major or the contract is not satisfactorily completed, the student may be dismissed from the major.

Appeal

SOSW students may appeal adverse decisions related to Progression to the Major by submitting the appeal in writing to the Vice Provost for Undergraduate Affairs within ten (10) calendar days. In the written appeal, the student must clearly identify the actions being challenged and the redress sought. If an appeal is not filed, the action of the Director of the SOSW will be final.

Upon receipt of a written appeal, the Vice Provost for Undergraduate Affairs shall convene a Review Panel comprised of three faculty members. These appointees may not be from the SOSW but should be from related disciplines or professional programs.

The Review Panel will consider the case in detail within thirty (30) days after submission of the appeal. It must review any written record of the case. It must afford the student appellant an opportunity to appear in person before it and consider any relevant written materials the student may wish to provide in support of the appeal. The panel will hear from the Director of the SOSW whose action is being appealed and may confer with other involved parties. It shall evaluate any other information it deems important to its deliberations. Written summaries of the deliberations will be kept. To overcome the presumption of good faith in the performance judgment by the Director, an appeal must demonstrate that the evaluation and outcome was based upon matters that are inappropriate or irrelevant to academic performance and applicable professional standards and that consideration of those matters was the deciding factor in the evaluation.

After the Review Panel finds in favor of the SOSW or the student by a majority vote, it will make appropriate recommendations to the Vice Provost for Undergraduate Affairs. The Vice Provost and the Dean of the College of Health and Human Sciences shall jointly review the case, giving due consideration to the panel's report and recommendations. Following consultation with the Provost, as deemed appropriate, the Vice Provost shall make the final decision of the University regarding the appropriate outcome.

Communication, Information, and Participation

Communication and information are necessary for successful progress towards earning the BSW. In addition, the BSW program improves through feedback from its students. This is accomplished through The School Facebook, Twitter, student orientations, participation in student organizations, student representation on School of Social Work committees, visits to the classes by the BSW Director, the advisement process and this handbook. Students are encouraged to visit the Director of the School or the BSW Director whenever they would like.

Student Orientations

Student orientations are scheduled throughout the undergraduate program to facilitate smooth progress at various times during the course of the program. The first orientation a student would encounter is offered during Ram Welcome to entering first year and transfer students. Additional orientations include an informational session on Progression to the Major requirements which usually takes place in conjunction with the sophomore courses and orientations to capstone internship which take place prior to the application process and at the beginning of the internship placement. Attendance at one of these student meetings is required.

Student Representation and Opportunities

Student Representation on SOSW Committees

BSW students, through SASW, may elect representatives to the following School of Social Work standing committees:

- **School Council (1 BSW representative)**
School Council is the monthly (or more often as required by the Director of the SOSW) meeting of faculty and staff to discuss the state of the school and its programs. Voting on decisions regarding the SOSW's function, curriculum, and future directions takes place at School Council meetings.
- **Curriculum and Program Evaluation Committee (1 BSW representative)**
The curriculum and program evaluation committee is responsible for monitoring and revising the curriculum of the BSW, MSW, and PhD programs of the School of Social Work. Course revisions and new courses are developed in this committee prior to being presented to the School Council for approval. This committee also administers the outcome assessment and other evaluations of the three programs.
- **Committee for Social Justice (several BSW representatives)**
The Committee for Social Justice is a group of SOSW Staff and student leaders who recognize the need to welcome and honor people of all races, genders, creeds, cultures, and sexual orientations, while valuing intellectual curiosity and integrity. The mission is to promote social justice and social change by engaging scholarship, teaching, and community service that seek to understand, celebrate, and embrace diversity. This committee identifies and invites students with a strong interest in social justice to be part of the committee each spring. Invited students then apply to the committee which selects members for the coming academic year. In addition, if students are

interested in becoming a member they may also contact Tiffany Jones the committee chair, at tiffany.jones@colostate.edu. See [Committee for Social Justice](#) for more information.

Students are encouraged to participate in all non-executive session activities of these committees. BSW students are also encouraged to participate as active members of ad hoc committees as needed (i.e. faculty search committees). Representation on school committees provides an excellent opportunity for students to impact educational policy and stay informed about issues affecting students and their education.

Academic Advisement

The School of Social Work considers academic advising to be a very important part of each student's educational experience. Academic Success Coordinators (ASC's) will assist students in designing an academic plan for graduation, select courses each semester, monitor their academic progress, provide information on advising tools such as RAMWeb (Registration Ready, Registration, Class Schedule), Transferology, the Degree Progress Audit, and Student Advising Network (advising comments, WHAT IF, GPA calculation, etc.) and direct students to networks across campus that may be helpful such as the CSU Registrar, Center for Advising and Student Achievement (CASA), CSU Health Network, Academic Advancement, Key Communities, Student Diversity Programs and Services, Adult Learners and Veteran Services, The Institute for Learning and Teaching (TILT) Programs, and Student Affairs.

The ASC can also provide information on study abroad, graduate school, volunteer opportunities, minors or concentrations, internship placement, and career opportunities. In addition, an ASC will provide resource supports to students with any difficulties they encounter in completing their education.

Each student is assigned an ASC when they enter the program. A student's permanent ASC may not be the same person with whom the student talked when first visiting campus. A student may also find the name of their ASC on RAMweb. The Director of the BSW program will assist with advising as needed.

CSU students are responsible for ensuring that they meet all requirements for graduation and the social work major. However, their ASC is available to assist in fulfilling all requirements. A student and their ASC may meet whenever the student requests a meeting. It is recommended that students meet at least once each semester and at any time they have questions or concerns about academic, career, or personal matters that interfere with academic performance. Students whose GPA in social work is not at the required minimum in social work (2.500) are required to meet with their advisor each semester. Student who simply want to check on their progress toward graduation with their academic plan are offered the opportunity to submit their plan to their advisor electronically for feedback.

Procedures

1. All students are required to take SOWK 120 Academic and Career Success in their first or second semester of social work. The social work program of study requirements and internship placement are introduced in SOWK 120. Additionally, in that course students will
 - identify strategies for academic success;
 - explore School of Social Work and campus resources to maximize the undergraduate experience and align aspirations, goals, and experiences;
 - develop an academic plan designed to meet degree requirements and establish goals to maximize their undergraduate experience;
 - identify opportunities to prepare for a social work career, and begin to develop career goals and
 - clarify individual interest for the social work profession.
2. The semester-by-semester academic plan developed in SOWK 120 should be adhered to by students to ensure graduation on the date planned. When a need arises to vary the scheduling of classes from the plan, students should discuss changes with their advisor.
3. Students will receive notice of when they may register for classes each semester through RamWeb. Registration opens for students based on the number of credits each student has accumulated. Thus, seniors (more than 90 credits) may register first, then juniors (46 to 90 credits), then sophomores (31 to 45 credits) and then first year students (0 to 30 credits). Registration opens last for students transferring to CSU.
4. Seniors and juniors may begin making appointments at the beginning of each semester for advising pertaining to the following semester. First and second year students should make appointments about two months into the current semester for advising for the coming semester.
5. Students may make an appointment with their ASC electronically with the Student Success Collaborative – Advising Scheduler at <https://csurams.campus.eab.com/>. The ASC is able to access students' academic files and advising codes if applied. Students who have a GPA below the minimum will have an advising hold placed on their record and will need an advising code to register. Students should be sure that they schedule appointments early as the advisor and BSW Program Director are the only persons authorized to release advising codes which are necessary for registration. Administrative assistants or other faculty members are not authorized to release advising codes.
6. In the event that a student's designated advisor/ASC is not available, formal arrangements for alternate advising will be made by the BSW Director. Students may contact the BSW program director if unable to contact their advisor/ASC.

During the review of "Progression to the Major" applications, the BSW Director notifies ASC's if a student does not meet the criteria for progression into upcoming social work courses. A student, who is experiencing academic difficulty, is asked to meet with their advisor/ASC to develop a plan to remediate the concerns.

Non-majors

Students who are interested in exploring social work as a major, who want to declare social work as a major, or who are transferring to CSU from another school may contact the Social Work main office for an appointment. ASC's in the undergraduate social work program can discuss the major, provide materials that may aid the student in decision making, evaluate how a major change would affect the student's graduation date, and provide information on the coursework required.

Evaluations of Advising and Courses

Advising Evaluation

The College of Health and Human Sciences and the School of Social Work strongly support on-going evaluations of performance. Students will have an opportunity to evaluate their advisors at least, once per year during the spring semester. Students' advisors will provide them with instructions for completing on-line advisors' evaluations.

Course Evaluations

At the end of every semester, students will have the opportunity to evaluate each class and the instructor. These evaluations are to be carried out in a uniform manner following the procedures described below:

- Teaching staff should indicate that the course survey is designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses.
- The course evaluation will be available via the Canvas shell for the course. Students may complete the survey as soon as it is available. However, Instructors allow time in the classroom at the end of the course for completion of the course evaluation. Instructors will not be able to view the evaluations until after final course grades have been submitted.
- Teaching staff should leave the room while students complete the survey if time is allowed in the classroom for students to evaluate the course.

Both the advising and class evaluations are a valuable source of information concerning how instructors carry out their roles and the course content. The BSW Program strongly suggests that students take advantage of these opportunities.

Financial Aid Programs

Differential tuition

Higher education is costly. In order to maintain a high-quality educational program, the CSU Board of Governors approved differential tuition for undergraduate education which went into effect fall 2011. Differential tuition is assessed by the course prefix at a specified rate per student credit hour, depending on the course. Almost all of the differential tuition students pay returns directly to the academic college and departments, to enhance the quality of a CSU education. For social work courses, only juniors and seniors pay differential tuition. See [Financial Aid - Tuition and Fees](#) for more information. Aware of the financial commitment that social work students must make, the School of Social Work is dedicated to expanding the financial aid available to social work students.

Scholarships

A limited number of scholarships are available specifically for BSW students. Students with a demonstrated commitment to social work, through previous work experience and course work, are eligible. If you are interested in being considered for one of these scholarships, please check the College of Health and Human Sciences website for [CHHS Scholarships](#). Dana Gaines (dana.gaines@colostate.edu) and Jennifer Currin-McCulloch (jen.currin-mcculloch@colostate.edu), coordinate the scholarship awards for the School of Social Work. The process for applying for scholarships is university wide and involves filling out just one application, the CSU Scholarship Application (CSUSA) to be eligible for various scholarships. Students must be a full-time student. The process opens January 1 each year, and applications are due March 1 for scholarships for the following academic year. A committee comprised of faculty members from the SOSW makes the selections. There are also scholarships specifically for students in the College of Health and Human Sciences. Many scholarships require that students meet a minimum GPA, and some have financial need as a requirement for receiving the scholarship. Financial aid is documented through the Free Application for Federal Student Aid (FAFSA). You are encouraged to thoughtfully answer every question on the application.

There are more scholarships available for all CSU students and for students in the College of Health and Human Sciences. For information on CSU scholarships, please check Colorado State University [Scholarship website](#) through [Student Financial Services](#).

Grants, Loans, and Work-Study

CSU offers a variety of financial assistance programs (grants, loans, and work-study) for students who apply to CSU scholarship application and are matched to donor criteria. Awards recognize scholastic achievement and encourage educational growth through financial support of students with financial need. CSU administers a number of grant programs available to undergraduate students. CSU also participates in several Federal Loan Programs. Detailed information on all financial aid programs is available upon request from Student Financial Services and on the [Student Financial Services](#) web site.

In addition, a Work-Study Program, administered by Student Employment Services provides part-time employment opportunities for qualified students. Interested students should contact [Student Employment Services](#).

Sexual Violence/Harassment Policy

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

This report may be discussed with a student at the time a report is made, but that is not required. For further detail see: (Appendix 1, [Academic Faculty and Administrative Professional Staff Manual](#)).

Student Records and Graduation

RAMweb and the Degree Progress Audit

Student records, including degree checks and unofficial transcripts, are available on-line through RAMweb. The SOSW strongly encourage students to become familiar with this system, particularly the Degree Progress Audit. The Degree Progress Audit is the tool used for verification of all degree, minor, certificate and interdisciplinary requirements, and provides students with an updated record of their progress towards meeting graduation requirements. The Degree Progress Audit, available to both students and their advisors, is a major advising resource.

Intent to Graduate:

Students file their anticipated graduation date/intent to graduate every term through Registration Ready in RAMweb. Students needing to change their anticipated graduation date after completing Registration Ready, and prior to completing the next semester's Registration Ready, should contact the [Registrar's Office](#).

Right to Privacy

The SOSW abides by the Family Education Rights and Privacy Act (FERPA), as amended, 20 U.S.D. §1232g, et seq. ([CSU General Catalog - Student Rights](#)). In accord with the federal open records law, the School keeps student records confidential and will not release student grades, field placement evaluation, or class schedule to anyone (except for authorized University or law enforcement personnel) without written permission of the student. The only information the School will release is a student's address, phone number, and date of graduation. Students may request (through the Records and Registration Office) that even this limited information not be released. Faculty may discuss student behavior or grades with other units at CSU if deemed necessary without student permission.

Students may grant access to individuals they authorize to view their records through [FAMweb](#). This system provides an online view of students' eBilling information, grades for the last completed term, unofficial transcript, and a student's weekly class schedule. The CSU Privacy Policy and rules of the Family Educational Rights and Privacy Act (FERPA) still apply regardless of the method of disclosure.

Upon graduation, students may elect to sign an "Authorization for Release of Information" form which will allow the School to release grades, field placement evaluations, etc. to prospective employers or graduate schools. For more information see the *Students' Rights Regarding Their Educational Records* section of this handbook or the CSU General Catalog.

Transfer Credits CSU Policies

The Transfer Evaluation Unit of the Registrar's Office is responsible for determining course equivalencies for all courses that are presented for transfer to CSU. Students are made aware that credits may transfer to CSU, but not count toward department graduation requirements. Evaluation of credits is made only from official transcripts after a student has been granted admission. There is no limit for the amount of credit that can be transferred from regionally accredited 4-year institutions. ([Office of the Registrar](#)) Not all courses accepted in transfer to CSU are accepted with the assurance they will count toward a specific degree. The departmental requirements for different bachelor's degrees vary considerably, and therefore, the department head for a particular degree program determines which courses must be completed to satisfy departmental curriculum requirements. See: [CSU General Catalog](#)

If coursework presented for transfer is over 10 years old, the academic department will need to review it for applicability towards degree requirements. International institutions must be recognized by the country's governmental agency for possible transfer of credits (i.e., Ministry of Education).

A resource available to CSU students to examine how courses will transfer is Transferology. Transferology is a database that allows students to research how credits will transfer from one institution to another. All public institutions in Colorado and Wyoming are in the database, along with hundreds of other schools.

The following rules concern the transfer of credits from two-year institutions to CSU:

1. Credit earned at a two-year college may not be used to meet the upper-division (300-400 level) graduation requirement. Academic departments may allow substitution of course work from two-year colleges towards specific major upper-division requirements.
2. Advising guides are available for students who complete 60 credits at a Colorado community college and want to complete a four-year degree at Colorado State in another 60 credits for selected degrees. For social work see: [Social Work Transfer Guide](#)

BSW Policy

The BSW program accepts coursework from accredited social work programs that are equivalent to its courses. Only social work transfer courses completed within the past seven years are considered as fulfilling current social work requirements. The CSU Registrar's Office does not accept any transferred social work courses as equivalent to the BSW programs courses. This decision is made by the BSW Program. The BSW Program does not accept coursework that is over 10 years old or 7 years old for social work courses.

Procedures:

1. Official transcripts are reviewed by the CSU Registrar's office, Transfer Evaluation Unit.
2. After the registrar's office has awarded credit for transfer courses, a student may review previous course work that was not accepted as equivalent to BSW Program requirements, including social work courses and requirements for courses in other content areas (ex: political science, biology, psychology). by the Registrar's Office with their advisor.
3. The student provides the syllabus for the coursework to the advisor/ASC.
4. The student's advisor submits the student's request for review of previous course work with the syllabus to the BSW Program Director.
5. The BSW program director examines the previous coursework for:
 - a. whether the coursework was completed at a CSWE accredited program and
 - b. was completed within the past seven years if a required social work course.
 - c. If coursework in other disciplines (e.g. biology) meets the equivalency or intent of the program of study.
6. If the course work is considered equivalent, the BSW Director indicates this decision to the advisor in an email.
7. The advisor submits a substitution/waiver form to the CSU registrar.
8. The substitution is then reflected on the student's degree progress audit available to the student through RAMweb and the advisor.

Social work course credit for life experience or previous work experience

The BSW program does not grant full or partial academic credit for life and/or work experience.

In accordance with the recommendation of the Council on Social Work Education, no academic credit is given in whole or in part, for life experience and/or previous work experiences in lieu of coursework including field placement.

Waivers and Challenge by Examination

In some instances, a student may fulfill course requirements by alternate methods including challenging the content of a CSU course on the basis of an examination, CLEP tests, independent study, waiver, or transferring credit from high school level test such as Advance Placement or International Baccalaureate Degrees. Further information is available at [CSU General Catalog – Transfer and Testing Credit](#) or [University Testing Center](#).

Students' Rights and Responsibilities

Grade Appeals

The SOSW abides by the grade appeal policy and procedures described in the CSU General Catalog. Students may appeal a grade they receive. Please see: [CSU General Catalog - Grade Appeal](#)

Students Rights

The SOSW respects all rights of its students. As members of the CSU community, students can reasonably expect the following:

1. Students have the right to freedom from discrimination and harassment on the basis of race, color, gender identity or expression, sexual orientation, genetic information, religion, creed, political beliefs, veteran status, pregnancy, national origin or ancestry, age, or disability.
2. The University shall not interfere with the rights of students to join associations.
3. Students should have accurate information relating to maintaining acceptable academic standing, graduation requirements, program student learning outcomes, and individual course objectives and requirements.
4. Student records will be maintained in keeping with the Family Educational Rights and Privacy Act of 1974 and subsequent amendments and the guidelines for implementation.
5. In all instances of general discipline, academic discipline, and academic evaluation, the student has the right to fair and impartial treatment.
6. CSU considers freedom of inquiry and discussion essential to a student's educational development. Thus, the University recognizes the right of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or print freely on any subject in accordance with the guarantees of Federal and State constitutions. This broad principle is the cornerstone of education in a democracy.
7. Students have the right to be free from illegal searches and seizures.
8. Students have the right to freely exercise their full rights as citizens. In this light, the University affirms the right of students to exercise their freedoms without fear of University interference for such activity.

Information on the student bill of rights, students' rights regarding their educational records, the right to discuss concerns with department heads/directors, the right to file a grade appeal, the right to file a complaint, the right to seek membership in a student organization, and victims' rights can be found at [CSU General Catalog - Student Rights](#).

Students who have questions, concerns, or need assistance with application of rights listed above may contact the pertinent resource including: Student Resolution Center, Office of the Vice President for Student Affairs, Office of Equal Opportunity, Provost/Senior Vice President's Office, or academic department office. If unclear as to which office to approach, begin with Student Resolution Center.

Student Responsibilities

CSU has twice been ranked among the nation's Top Character Building Institutions by the Templeton Foundation. Through curricular and co-curricular programs, students at CSU develop knowledge and skills to engage as respectful citizens in a diverse society, recognize the implications of their many choices, and become ethically responsible individuals. The policies that follow reflect CSU's continuing commitment to uphold the highest standards of ethical responsibility and conduct.

Student responsibilities include appropriate and respectful classroom behavior, academic integrity, adherence to the student health insurance requirement, adherence to the first-year residence hall requirement, demonstration of academic integrity, and adherence to the CSU Code of Conduct. For specifics on student responsibilities see [CSU General Catalog - Student Responsibilities](#).

Grievance Process in the School of Social Work

I. Philosophy of the Grievance Process

It is the responsibility of an academic school and the faculty to ensure that the learning environment is welcoming and respectful to students, faculty, and administrative staff. Students are expected to adhere to the standards of conduct and personal integrity that are in harmony with the NASW Code of Ethics, the educational goals of the institution, and university regulations and to respect the rights, privileges, and property of other people, as outlined in the [CSU General Catalog - Student Responsibilities](#).

Any student or School staff member having a concern which needs "thinking through" is encouraged to do so with anyone they choose. This enables clarification of whether a problem exists about which they may desire to proceed further. The early identification of a grievance is a responsible step toward its resolution. To enable faculty, students, and the school to operate responsibly and sensitively, it is important to keep lines of communication open, to resolve difficulties at as early and at as low a level as possible, and to encourage constructive input to maximize and humanize the operation of the program.

A grievance process provides due process to both students and program staff. The process must be designed so neither the student nor the faculty member has the inside track to problem resolution. The purpose of the process is to acknowledge legitimate concerns about grades and other academic matters and eliminate

harassment and other forms of intimidation, as well as to protect faculty members against unjust and unfair accusations.

If students perceive they have been treated unfairly, a way for students to be heard and to be answered with concern and respect will be provided. Because teaching staff play a major role in evaluating the performance of students, there is an inherent power difference between instructors and students. Teaching staff must be exceptionally vigilant in their use of language, jokes, and other forms of communication that can be misconstrued as intimidation or harassment. “Administrators of faculty have a heavier responsibility [to eliminate sexual harassment and other forms of personal abuse] because of the roles they play in the creation and maintenance of a campus environment conducive to teaching, learning, and creativity.” (Appendix 1, [Academic Faculty and Administrative Professional Staff Manual](#))

II. Definition of a Concern

A concern exists if a student believes there is an issue. The student may be any person associated with the school, and/or taking a school course. The concern may relate to academic matters such as a grade, acceptance into a professional program, or other issues. A concern may also be defined, as treatment by a teaching staff member such that one or both parties experience the behavior as personal abuse. If the concern is related to sexual harassment or the University’s personal abuse policy, the procedures outlined in Appendix 1, [Academic Faculty and Administrative Professional Staff Manual](#) should be followed.

III. Identification of the Concern and the Informal Resolution Process

If a student (or students) decides that the concern warrants action, the first step is to communicate in person or in writing the concern to the person (or persons) with whom the student has concern. The student should communicate in writing or in person with the teaching staff member about this situation within no more than 10 working days of the incident/event.

Because a power differential exists between students and instructor, the student may wish to have another person accompany them if there is a face-to-face discussion.

IV. The Formal Grievance Procedure

If the informal communication with the teaching staff member does not resolve the problem, the student may begin the formal grievance process by submitting a written statement to the chair of the school’s Student Affairs and Admissions Committee. This written statement must outline the basis for the complaint and the student should attach any corresponding information needed for documentation. At a minimum, the documentation shall include:

1. The date and particulars of the incident/event in which the student feels aggrieved;
2. A summary of steps that have been taken to deal with the situation;
3. The desired outcome(s) that is/are being sought.

The student(s) making the appeal shall deliver the complaint to the chair of the Student Affairs and Admissions Committee and the date of its receipt must be recorded on the document and initialed by both the student and committee chair.ⁱ That date becomes the starting point for the formal grievance process.ⁱⁱ

The chair of the Student Affairs and Admissions Committee will notify the teaching staff member of the formal grievance within no more than five working days of its receipt. The faculty member will have no more than five working days to prepare a written response to the grievance and submit that statement to the committee chair.ⁱⁱⁱ

If the Student Affairs and Admissions Committee does not find from the written materials that the issue has been resolved, in no more than ten working days after receiving the response from the instructor, the committee will appoint a grievance hearing committee composed of three teaching staff members and two students to address the complaint. The hearing committee members are to be jointly selected by the Student Affairs and Admissions Committee and the School Director. Anyone directly involved in the grievance or who has previously reviewed the situation with the student or faculty member will be disqualified from serving on the hearing committee.

The hearing committee shall hold hearings on the complaint in no more than ten working days after its appointment. Either party may be accompanied to the hearing by a person of their choice who can support the student or instructor's position. In order to maintain confidentiality in the process, and yet to ensure a thorough review of the grievance, it is the hearing committee's responsibility to solicit input from persons named by each party. It is suggested, for the sake of clarity and due process, that the hearing committee utilize consultation from the University Ombudsman during this process.

Within five days of the conclusion of the hearing, the hearing committee will provide each affected party, the chair of the Student Affairs and Admissions Committee, and the School Director with a written statement of its decision regarding the merits of the complaint.

Should either party disagree with the hearing committee's decision, s/he may appeal to the School Director within no more than five working days of date of the committee's report. The School Director will then review the case within no more than ten working days and provide a written decision regarding the merits of the complaint. The School Director may agree with or overturn the hearing committee's decision.

Should either party disagree with the School Director's decision, they may appeal to the Dean of the College of Health and Human Sciences within no more than five working days of date of the School Director's report. In that case, the Dean will review the matter within no more than ten working days and produce a written decision regarding the merits of the complaint. The Dean may agree with or overturn the decision.

Should either party disagree with the Dean's findings, they may appeal within no more than five working days by submitting all written documentation to the Provost/Academic Vice President. The decision of the Provost/Academic Vice President shall be final, in so far as the University's grievance process permits. - *Revised 11/09*

ⁱ From this point until the conclusion of the process the committee chair shall be responsible for monitoring the process, maintaining copies of all documentation provided, and preparing a record of the actions taken.

ⁱⁱ By agreement of both parties, or in the event of pressing emergencies, subject to the written approval of the School Director, the time limits can be extended for reasonable time periods, but should not exceed thirty working days. In the event that parties to the grievance are absent from campus, the chair of the Student Affairs and Admissions Committee may grant up to an additional thirty days at any phase of the process. If the appeal is filed during a summer session, no action will be taken until the beginning of the fall semester.

ⁱⁱⁱ If either party pursues outside legal action, the school grievance process shall immediately cease.

Section IV: APPENDICES

APPENDIX A: EPAS

About the 2022 EPAS Document

The 2022 EPAS adopts a competency-based education framework identifying the nine social work competencies accompanied by a set of behaviors for each competency. Following the nine social work competencies, the EPAS describes five elements of an integrated program design:

- Program mission (EPAS 1.0)
- Anti-racism, diversity, equity, and inclusion (EPAS 2.0)
- Explicit curriculum (EPAS 3.0)
- Implicit curriculum (EPAS 4.0)
- Assessment (EPAS 5.0)

The five elements of the EPAS each include educational policies and accreditation standards, which are conceptually linked to one another. Educational policies describe each of the five program elements. Accreditation standards are informed by the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master's level.

Each accreditation standard is preceded by a number, followed by the text of the standard. Compliance statements used in accreditation reviews are located underneath each accreditation standard. Viewed together, the accreditation standard and compliance statements provide an indication of whether the standard has been met. The compliance statements are considered by the Commission on Accreditation (COA) in determining whether the social work program meets each accreditation standard.

Accreditation standards with numbers preceded by the letter “B” apply only to baccalaureate-level social work programs. Accreditation standards with numbers preceded by the letter “M” apply only to master's-level social work programs. Accreditation standards with numbers preceded by no letter are applicable to baccalaureate-level and master's-level social work programs.

APPENDIX B: BSW CURRICULUM COMPETENCIES AND 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 policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response.

Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

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

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

work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Competency 5: Engage in Policy Practice

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

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

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

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities.

Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients

and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

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

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

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

and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

APPENDIX C: US DEPARTMENT OF LABOR OCCUPATIONAL OUTLOOK HANDBOOK

SOCIAL WORKERS

Job Outlook Information from
Occupational Outlook Handbook
United States Department of Labor
Bureau of Labor Statistics
Publish Date: September 8, 2022

What Social Workers Do

Social workers help people solve and cope with problems in their everyday lives. One group of social workers—clinical social workers—also diagnose and treat mental, behavioral, and emotional issues.

Duties

Social workers typically do the following:

- Identify people and communities in need of help
- Assess clients' needs, situations, strengths, and support networks to determine their goals
- Help clients adjust to changes and challenges in their lives, such as illness, divorce, or unemployment
- Research, refer, and advocate for community resources, such as food stamps, childcare, and healthcare to assist and improve a client's well-being
- Respond to crisis situations such as child abuse and mental health emergencies
- Follow up with clients to ensure that their situations have improved
- Evaluate services provided to ensure that they are effective
- Develop and evaluate programs and services to ensure that basic client needs are met
- Provide psychotherapy services

Social workers help people cope with challenges in their lives. They help with a wide range of situations, such as adopting a child or being diagnosed with a terminal illness.

Social workers may work with children, people with disabilities, and people with serious illnesses and addictions. Their work varies based on the type of client they are working with.

Some social workers work with groups, community organizations, and policymakers to develop or improve programs, services, policies, and social conditions. This focus of work is referred to as macro social work.

Advocacy is an important aspect of social work. Social workers advocate or raise awareness with and on behalf of their clients and the social work profession on local, state, and national levels.

Social workers who are licensed to diagnose and treat mental, behavioral, and emotional disorders are called **clinical social workers** (CSW) or **licensed clinical social workers** (LCSW). They provide individual, group, family, and couples therapy; they work with clients to develop strategies to change behavior or cope with difficult situations; and they refer clients to other resources or services, such as support groups or other mental health professionals. Clinical social workers can develop treatment plans with the client, doctors, and other healthcare professionals and may adjust the treatment plan if necessary based on their client's progress. They may work in a variety of specialties. Clinical social workers who have not completed two years of supervised work are often called **master's social workers** (MSW).

The following are examples of types of social workers:

Child and family social workers protect vulnerable children and help families in need of assistance. They help families find housing or services, such as childcare, or apply for benefits, such as food stamps. They intervene when children are in danger of neglect or abuse. Some help arrange adoptions, locate foster families, or work to reunite families.

Clinical social workers—also called *licensed clinical social workers*—diagnose and treat mental, behavioral, and emotional disorders, including anxiety and depression. They provide individual, group, family, and couples therapy; they work with clients to develop strategies to change behavior or cope with difficult situations; and they refer clients to other resources or services, such as support groups or other mental health professionals. Clinical social workers can develop treatment plans with the client, doctors, and other healthcare professionals and may adjust the treatment plan if necessary based on their client's progress. They may also provide mental healthcare to help children and families cope with changes in their lives, such as divorce or other family problems.

Many clinical social workers work in private practice. In these settings, clinical social workers also perform administrative and recordkeeping tasks, such as working with insurance companies in order to receive payment for their services. Some work in a group practice with other social workers or mental health professionals.

School social workers work with teachers, parents, and school administrators to develop plans and strategies to improve students' academic performance and social development. Students and their families are often referred to social workers to deal with problems such as aggressive behavior, bullying, or frequent absences from school.

Healthcare social workers help patients understand their diagnosis and make the necessary adjustments to their lifestyle, housing, or healthcare. For example, they may help people make the transition from the hospital back to their homes and communities. In addition, they may provide information on services, such as home healthcare or support groups, to help patients manage their illness or disease. Social workers help doctors and other healthcare professionals understand the effects that diseases and illnesses have on patients' mental and emotional health.

Some healthcare social workers specialize in geriatric social work, hospice and palliative care, or medical social work:

- **Geriatric social workers** help senior citizens and their families. They help clients find services, such as programs that provide older adults with meals or with home healthcare. They may provide information about assisted living facilities or nursing homes, or work with older adults in those settings. They help clients and their families make plans for possible health complications or for where clients will live if they can no longer care for themselves.
- **Hospice and palliative care social workers** help patients adjust to serious, chronic, or terminal illnesses. Palliative care focuses on relieving or preventing pain and other symptoms associated with serious illness. Hospice is a type of palliative care for people who are dying. Social workers in this setting provide and find services, such as support groups or grief counselors, to help patients and their families cope with the illness or disease.
- **Medical social workers** in hospitals help patients and their families by linking patients with resources in the hospital and in their own community. They may work with medical staff to create discharge plans, make referrals to community agencies, facilitate support groups, or conduct follow-up visits with patients once they have been discharged.

Mental health and substance abuse social workers help clients with mental illnesses or addictions. They provide information on services, such as support groups and 12-step programs, to help clients cope with their

illness. Many clinical social workers function in these roles as well.

They work in the following settings:

- Hospitals, primary care settings, and clinics, including veterans clinics
- Senior centers and long-term care facilities
- Settlement houses and community centers
- Mental health clinics
- Private practices
- State and local governments
- Schools, colleges, and universities
- Substance abuse clinics
- Military bases and hospitals
- Correctional facilities
- Child welfare agencies
- Employee assistance programs

Although most social workers work in an office, they may spend time visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students. Understaffing and large caseloads may cause the work to be stressful.

Social workers may work remotely through distance counseling, using videoconferencing or mobile technology to meet with clients and organize support and advocacy groups. Distance counseling can be effective for clients with

Licenses, Certifications, and Registrations

Most states have licensure or certification requirements for nonclinical social workers. Requirements vary by state.

All states require clinical social workers to be licensed. However, some states provide exemptions for clinical social workers who work in government agencies. Becoming a licensed clinical social worker requires a master's degree in social work and a minimum of 2 years of supervised clinical experience after graduation. After completing their supervised experience, clinical social workers must pass a clinical exam to be licensed.

Because licensing requirements vary by state, those interested should contact their state board. For more information about regulatory licensure boards by state, contact the [Association of Social Work Boards](#).

Contacts for More Information

For more information on pay, job outlook, and number of jobs for Social Workers, visit:

- [United States Department of Labor Occupational Outlook Handbook](#)

For more information about social workers and clinical social workers, visit:

- [American Board of Examiners in Clinical Social Work](#)
- [Association for Community Organization and Social Administration](#)
- [National Association of Social Workers](#)

For more information about accredited social work degree programs, visit

- [Council on Social Work Education](#)
- [MSW Guide](#)
- [Online MSW Programs](#)

For more information about licensure requirements, visit

- [Association of Social Work Boards](#)

O*NET

- [Child, Family, and School Social Workers](#)
- [Healthcare Social Workers](#)
- [Mental Health and Substance Abuse Social Workers](#)
- [Social Workers, All Other](#)
- [<- Similar Occupations](#)

APPENDIX D: FREQUENTLY ASKED QUESTIONS

Is the School of Social Work (SOSW) Accredited? Yes, by the Council on Social Work Accreditation (CSWE) [Council on Social Work Education](#)

Do I have to be admitted to the School of Social Work undergraduate program? You are admitted to the major as a CSU student by simply declaring the major. When you have completed about 60 credits you must apply for Progression in the Major. See: *Progression and Student Performance* in the [BSW Handbook](#).

Who is in charge of the program? The Director of the School of Social Work is Charlotte Bright. The Director of the BSW Program is Dana Gaines.

What can I do with a degree in social work? Lots. You may work with many different populations in many different settings. For more details see the BSW Handbook, Appendix C.

How will I know if I will like social work? SOWK 120(Career and Academic Success Seminar), SOWK 130 (AUCC 1C) and SOWK 150, Introduction to Social Work, offer a good overview of the profession of social work and helps students explore the major.

Will I need a background check? Yes. Most of the agency partners for the capstone internship require background checks. Please speak with: an ASC/advisor/ or an internship coordinator if you have any questions regarding the background check. If you have a criminal background, it is in your best interest to talk with the field team early in your academic career.

Can I get credit for my job or volunteer work? No. In compliance with CSWE standards you may not receive academic credit for life and/or work experiences.

Can I have a double major with social work or a minor? Yes. You will need to meet with your ASC/advisor in both majors to plan your course work. Often students major in criminology, psychology, human development and family studies, Ethnic Studies, or Spanish with social work. There is no minor in social work.

Will my courses from another school transfer to CSU? Possibly. The CSU registrar evaluates transcripts and determines what courses will transfer, for what credits at CSU. You will find information at: [Registrar - Transfer Evaluation](#). You may get an unofficial transcript evaluation prior to transferring from the Student Transfer Center, see their webpage at: [CSU Transfer Center](#). There are transfer guides for CSU and Colorado Community Colleges at [Registrar - Transfer Guides](#). Another resource is [Transferology](#). This web site will tell you how a course from another university will transfer to CSU *if the other university or college participates in transferology.com*. Finally, the BSW Program Director can review social work courses (syllabi) from other schools and decide how that course work will transfer for credit to the School of Social Work.

How can I know the policies and procedure? The BSW Handbook has the history of the school, details regarding the curriculum, and the policies and procedures for the school including the grievance procedure. [BSW Handbook](#)

How can I find a faculty member with expertise in my area of interest? See the School's [Faculty Directory](#)

How can I communicate with the School? The SOSW welcomes your ideas and feedback. There is student representation on all SOSW working committees and the School Council, the governing body for the SOSW. Volunteer to be a student member or contact SASW to find who your representative is.

Who do I contact for an override for a class? For a social work class, you may ask the instructor for the section you are requesting. Should you need support in this communication your ASC may assist in reaching out to the instructor. All courses taught outside the School of Social Work are handled internally within the designated department,

Can my ASC give me an override for a non-social work class? No. You must contact the instructor of the class for an override.

What do I do if I have trouble registering? First, read carefully the message you receive **once you click the specific CRN for the course** when you attempt to register. Then, correct the problem if you can. If not, contact your ASC or the CSU Registrar' Office.

Is what I say in class or to my ASC private? CSU abides by the Family Education Rights and Privacy Act (FERPA), as amended, 20 U.S. 1232g et. seq. Your academic performance may not be discussed with persons without academic standing outside of CSU unless you grant permission. See: [CSU General Catalog - FERPA](#). The faculty also models NASW ethics in safeguarding client information. See: [NASW Code of Ethics](#). As state employees, the faculty is mandated to report any sexual harassment or violence involving a CSU employee or student when they become aware of such. Faculty may also discuss your behavior or grades with other units at CSU if deemed necessary.

If I have questions about repeating a class, taking a semester off, or auditing a class how can I find information?

You can always start with your ASC. Detailed information is also in the CSU General Catalog at [CSU General Catalog](#) or from the registrar at [CSU Registrar Office](#). The Case Management office at CSU can also be helpful with medical and other withdrawals.