BACCALAUREATE OF SOCIAL WORK

Student Handbook

Rights and Responsibilities

2015-2016

Colorado State University does not discriminate on the basis of race, age, color, religion, national origin, gender, sexual orientation, veteran status or disability.

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

Message from the Director of the School

The School of Social Work launches leaders and innovators who improve social services, build capacity, and promote human well-being through cutting-edge practice, policy, and research work.

We are proud to offer both the BSW and MSW programs that are fully accredited by the Council on Social Work Education. We have long-established programs and just recently celebrated the 40th anniversary for our BSW program and 30th anniversary for the MSW program. Upon your graduation you will join the ranks of thousands of other CSU graduates who are changing the world and improving the wellbeing of people and communities across the globe.

The School of Social Work at CSU is noted for its excellent students and its exceptional faculty. An emphasis is placed on providing students with a challenging learning environment and graduating social work practitioners who excel in their professional lives. Students frequently come to the classroom with work or personal experiences that enrich class discussions. The faculty are international experts in healthy aging, behavioral health, child welfare, military issues, and human-animal interventions. They bring knowledge from their research and practice to support social change and academic excellence.

The School of Social Work welcomes you to our learning community.

Audrey M. Shillington

Audrey Shillington, MSW, MPE, Ph.D.
Director and Professor, School of Social Work

Message from the Director of BSW Programs

Welcome to the social work major at Colorado State University. Social Work is a rewarding helping profession with many practice opportunities at the bachelor's level.

Students who major in social work want to help others and make a difference in the world. As a helping profession with a commitment to social justice in its core purpose, social work helps students achieve that.

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 field 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.

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

Brenda K. Miles, MSSW
Director, BSW Programs

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 polices 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

The School of Social Work: Its Philosophy and History

Social Work

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

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 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 around the state based with the classroom sites based on need.

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 Services Assessment Project (HSAP) that provides assistance to social agencies in program evaluation, Human Animal Bond in Colorado (HABIC) demonstrating the potential of animal assisted human services, and primary prevention activities intended to improve the health and safety of farmers and ranchers in the region through a key role in the High Plains/ Intermountain Center for Agricultural Health and Safety (HICAHS).

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.

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 these collaborations is to create formal links between human services agencies and higher education by researching and evaluating innovative and standard programs and research affirmed practices to advance social work practice and theory, promote social welfare and

social justice, and enhance learning and practice in such areas of child welfare and juvenile delinquency. The mission of the Center is to serve the people of the State of Colorado, as well as at national and international levels, in the area of social work. The Center provides support to faculty, students, and community partners. It also facilitates training, mentoring and program development services to social welfare agencies, governmental departments, community groups, students, and faculty.

In 2006, the Social Work Center for Lifelong Learning and Outreach Education (CLOE) was established. The Center for Life Long 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: http://www.SOWK.chhs.colostate.edu/students/graduate/PhD/index.aspx

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.

School Mission

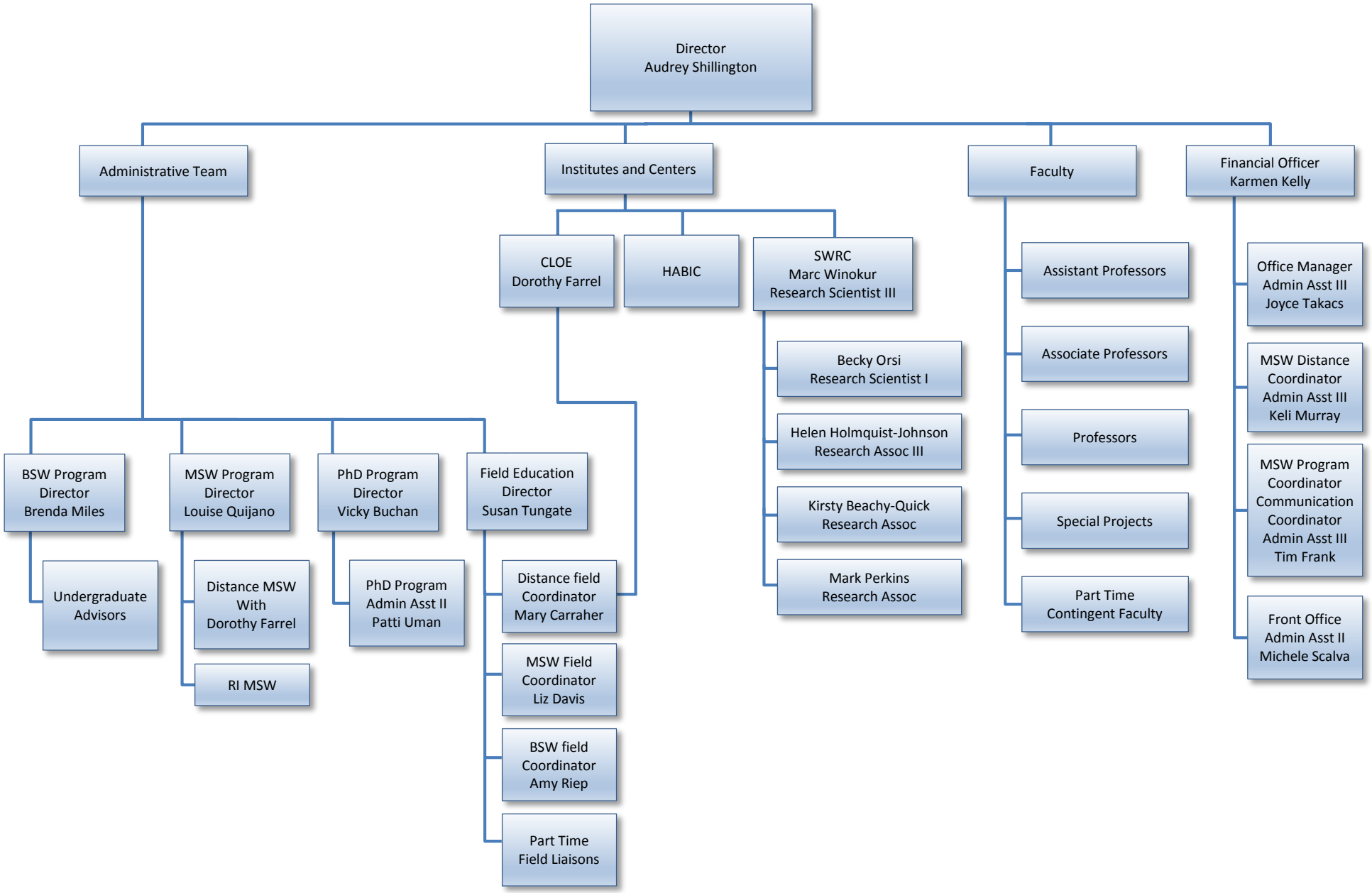
The mission of the School of Social Work, in accordance with Colorado State University's land grant heritage and the College of Health and Human Science's mission, and in compliance with the Council on Social Work Education Accreditation Standards (2008), is to:

Enhance human health, well-being, and productivity through the promotion of human rights, social & economic justice, and religious & spiritual tolerance to achieve healthy and productive people with equitable resources in diverse settings. The School aims to advance and strengthen interdisciplinary and collaborative knowledge through teaching, research, service and using evidence-based practice, to prepare undergraduate and graduate students, with the use of evidence based practice, for culturally competent professional and ethical Generalist and Advanced Generalist social work practice and leadership.

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. Sue Tungate is the Director of the Field Education Program, while Amy Riep coordinates field placements for the Bachelors of Social Work (BSW) program. Faculty members 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 Chart



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Section II
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.

The generalist perspective in social work: (1) is informed by socio-behavioral and ecosystems knowledge; (2) incorporates ideologies that include democracy, humanism, human rights, and empowerment; (3) requires a worker to be theoretically and methodologically open when approaching practice situations; (4) is client-centered and problem-focused while recognizing and building on strengths; (5) involves assessment and intervention at all system levels; and (6) is research-based. Thus, this generalist framework provides a broad base of knowledge, skills and values to best serve clients in diverse situations. The knowledge, skills and value base are transferable to different settings, population groups, and problem areas.

A generalist framework is required by The Council on Social Work Education (CSWE), the national accrediting body that oversees all BSW programs in the United States. The curriculum also includes a strong liberal arts component.

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 outline below:

All-University Core Curriculum (AUCC)

Credits

1. Basic Competencies
   A. Intermediate Writing 3
   B. Mathematics 3

2. Additional Communication
   A. Oral Communication (may only be used by students enrolled at CSU and taking classes prior to July 1, 2008)..... 3
   OR
   B. Advanced Writing (must be chosen by all students who are newly enrolled, first time college students after July 1, 2008 3

3. Foundations and Perspectives
   A. Biological/Physical Sciences..... 7
   (At least one course will have an associated lab)
   B. Arts/Humanities..... 6
   C. Social/Behavioral Sciences 3
   D. Historical Perspectives 3
   E. Global and Cultural Awareness..... 3

4. Depth and Integration
   A. Each major must designate courses that build upon the Core Competencies of writing, speaking, and problem-solving in an integrative and complementary way.
   B. Each major must designate courses that build upon the foundations of knowledge and intellectual perspectives of Core Category 3 in an integrative and complementary way.
   C. Every major must require a capstone experience at the senior level that consists of a designated course or sequence of courses that offer the opportunity for integration and reflection on students' nearly completed baccalaureate education.

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.

2. To fulfill part of AUCC Category 3A social work students are required to take a human/animal biology course.

3. Social work students are required to take three additional credits in Arts/Humanities. These courses are to be selected from AUCC Category 3B, or, with approval of advisor, other courses from the following departments may also be included: Art, Dance, English, Ethnic Studies, Honors, Language, Music, Philosophy, Speech Communication, and Theater.

4. Social work students are required to take an economics or political science course. This course may also be used to fulfill AUCC Category 3E.

5. 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.

6. Social work students are required to take a course in the area of health and wellness. They may choose from one of the following: FSHN125, FSHN150, HES 145, MIP 149, PHIL130, or PSY 228.

7. 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 HDS 350)

8. 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
    Category 4B: SOWK 342: - Generalist Practice: Organizations/Communities
    Category 4C: SOWK 492: - Seminar

BSW Program Mission

The Mission of the BSW program at CSU is to prepare graduates for professional and ethical Generalist practice with an emphasis on entry-level social workers who are able to work across all system levels. This is accomplished through preparing social work practitioners who are able to practice in complex, diverse, and dynamic settings and environments and to promote human rights and individual, community, and global well-being. Emphasis is placed on the use of interdisciplinary evidence-based knowledge and skills for ethical, culturally competent, and socially and economically just interventions.

BSW Program Goals

This mission is accomplished by preparing Generalist social workers who:

1. Have a broad knowledge base and skills for practice with multi-level systems that is grounded in systems theory and a person in environment framework
2. Practice and behave in a manner that is consistent with the principles, values, and ethics of the NASW Code of Ethics.
3. Demonstrate a commitment to social and economic justice, full inclusion of diverse segments of the U.S. and global society, and a special emphasis on empowering and improving the well-being of marginalized groups.
4. Participate in lifelong learning, professional development and the professional community of social work, and who effectively utilize professional supervision and consultation
5. Utilize critical thinking skills to engage in multiple methods of inquiry, analysis, and evaluation to enhance the quality of human services.

BSW Objectives

The undergraduate generalist social work practice model has two central features. It is problem-solving centered, rather than methods driven, and it uses the ecological or person-in-environment perspective for assessment and intervention. This perspective demands that the practitioner view both the individual social functioning and the transactions between the individual and environment. The undergraduate program is informed by bio-psycho-socio-behavioral and ecosystems knowledge, requires students to be theoretically and methodologically open, involves intervention at all system levels, and takes into account context of practice. The objectives of the BSW curriculum as defined at Colorado State University are as follows:

1. Human behavior in the social environment

Students will demonstrate theoretical knowledge supported by empirical evidence for understanding behavior across the life span of multiple client systems and their interactions.

2. Research

Students will demonstrate the knowledge, values and skills to be critical consumers of research for effective practice and to possess basic skills to evaluate their practice.

3. Practice

Students will demonstrate the ability to apply the knowledge, values, and skills of generalist social work practice that is necessary for initial professional social work practice with systems of all sizes and across client populations.

4. Social welfare policy

Students will demonstrate knowledge necessary to understand the development of social services and the skills to analyze, formulate, and influence social policy.

5. Populations at risk and social and economic justice

Students will demonstrate the knowledge, values, and skills necessary for understanding forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

6. Diversity

Students will demonstrate knowledge and values to understand and appreciate human differences both as a source of strength and a basis for discrimination; students will practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

7. Values/ethics

Students will demonstrate the ability to practice according to the value base of the profession and its ethical standards and principles.

8. Critical Thinking

Students will apply critical thinking skills within the context of professional social work practice.

9. Communication skills

Students will demonstrate the ability to use communication skills differentially across client populations, colleagues, and communities.

10. Supervision and consultation

Students will demonstrate the ability to effectively use supervision and consultation appropriate to social work practice.

11. Organizational Change

Students will demonstrate the ability to function within the structure of agency, organization, and service delivery systems and seek necessary organizational change.

12. Field

Students will demonstrate the ability to integrate field experiences that offer the opportunity to engage in supervised practice, begin to apply knowledge, values, and skills necessary for effective social work practice, use supervision and consultation appropriate to social work practice with systems of all sizes, function within the structure of organizations and service delivery systems and seek necessary organizational change.

13. Professionalization

Students will demonstrate the ability to understand and interpret both the history of the profession and professional socialization and the social welfare system as part of the context for their practice.

Description of Required Social Work Courses

SOWK 150 - Introduction to Social Work.

Introduction to social work; history of social welfare in the US; overview of knowledge, values, skills, practice settings, and populations served

Course Goals and Rationale: Human service professions are involved in trying to enhance the well-being of individuals, families, groups, organizations, and communities in our society. Social work is the profession that is primarily concerned with helping people interact more effectively with the world around them — i.e. their environment. That may involve helping the person(s) change or helping elements of the relevant environment change. Effective social work requires an integration of values, knowledge, skills, and an understanding of the complexities of individual and social behavior. It also necessitates an understanding of the manner in which human services have been planned, the methods of service delivery, and the role of social work in providing these services. Social work practice occurs in many settings, involves many population groups (especially the most vulnerable members of the society), and requires the social worker to possess a broad range of theoretical approaches and intervention strategies.

This course is designed to introduce students to the profession of social work and the social welfare institution. Virtually every concept examined in this course will be developed more fully and applied to life situations in other courses, practice, or internships by the time one completes the social work major. Thus, one goal of SW 150 is to present an overview of these topics. A second goal is to provide students with sufficient information to help them gain an accurate picture of the work and career opportunities for social workers.

SOWK 233 – Human Behavior in the Social Environment

Understanding human behavior theory relevant to social work practice.

Course Goals and Rationale: SOWK233 is a foundation course in the baccalaureate social work curriculum and is, therefore, a prerequisite to the required 300 and 400 level social work courses. As such, students are expected to learn historic and contemporary theoretical contributions to practice knowledge, open systems theory as an organizing framework, and critical thinking as a skill for identifying and challenging assumptions, and discovering alternative ways of viewing and acting to change human problems.

SOWK 286A-B – Practicum*

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

Course Goals and Rationale: Professional social work practice is grounded in the helping relationship which is central to generalist practice with all client system levels (individual, family, group, organization, community). The establishment and maintenance of relationships are also central to planned change (engagement, assessment, planning, intervention, evaluation, termination). Effective interviewing is crucial to the planned change process.

The goals of this course are to: 1) develop a beginning helping relationship with a focus upon the individual within a multi-level systems context, 2) practice the components of effective communication with particular emphasis upon the use of interviewing, 3) identify beginning requirements of professional writing, 4) understand the meaning and development of the professional self, and 5) provide the opportunity to apply for progression in the BSW program.

SOWK 300 – Research in Applied Professions

Application of social science research methodology to applied professions including problem formation, research design, and data collection

Course Goals and Rationale: The organizing theme of this course is the relationship between research and practice. This course will prepare students to read, interpret, and apply research findings using critical and logical thinking skills. The production of research is also stressed. Specification of research problems, utilization of the literature to assist with the generation of testable research questions, and methodological issues such as research design, sampling, measurement, and data collection are covered.

SOWK 330 – Human Diversity Practice Issues

Knowledge about human differences and similarities essential for social work practice.

Course Goals and Rationale: Diversity is a central fact in contemporary American life. Demographic changes will soon make the non-European descended population of the United States a numerical majority. The civil rights movement, the women's movement, and the gay rights movement have had a profound influence on the way we relate to each other in social and professional situations. Social Workers and other human service

professionals are particularly affected by these developments. Potentially, their clientele will include members of groups for whom some human difference is important. Knowledge about human differences and how these may influence human interaction is, consequently, necessary for practice.

This is an introductory course designed to explore human diversity including the processes of: 1) definition and identity associated with various types of human differences as illustrated by sex/gender differences, ethnic/racial differences, and differences in sexual orientation; 2) identify patterns and issues related to human interactions in which diversity is salient; 3) examine the interface between human differences and socio-economic status, including issues of oppression; 4) explore the nature of prejudice and discrimination; 5) help students to explore their own values and attitudes concerning various types of human differences; 6) help students begin to develop strategies for dealing with human differences in their professional practice.

Practice Courses

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

Course Goals and Rationale: Professional social work practice requires skill in assessing and intervening in social problems at a variety of client system levels (individual, family, group, organization, community). This course examines the dynamics of change and the changing nature of contexts/environments, which leads to an understanding of the need for a multi-level systems focus. The problem-solving approach (engagement, assessment, planning, intervention, evaluation, and disengagement) can be applied to each systems level. However, effective practice at each level also requires knowledge and skills specific to that level.

The goals of this course are: (1) to examine how the problem-solving approach can be applied when the target of the planned change process is determined to be at the individual or family level; (2) to examine how an assessment of intervention at one level may lead to a need for problem-solving at multiple levels; (3) to examine specific skills and knowledge (practice frameworks) used by social workers in initiating planned change at

the individual and family levels; and (4) to examine ways in which the planned change process can be used with a focus upon client system strengths as well as problems.

SOWK 341 - Generalist Practice: Small Groups

Within a generalist framework focuses on the knowledge, skills, and competencies needed for the planned change process in groups.

Course Goals and Rationale: Professional social work practice requires skill in assessing and intervening in social problems at a variety of client system levels (individual, family, group, organization, community). The problem-solving approach (engagement, assessment, planning, intervention, evaluation, disengagement) can be applied to each system level. However, effective practice at each level also requires knowledge and skills specific to that level.

The goals of this course are: 1) Examine how the problem solving approach can be applied when the target of the planned change process is determined to be at the group 2) examine how an assessment or intervention at one level may lead to a need for problem-solving at multi-levels, and vice versa, 3) examine specific skills and knowledge (practice frameworks) used by social workers in initiating planned change at the family and group levels, and 4) examine ways in which the planned change process can be used with a focus on strengths within the system, as well as problems.

SOWK 342 - Generalist Practice: Organizations/Communities (fulfills AUCC category 4B)

Knowledge regarding the planned change process with organizations and communities.

Course Rationale and Goals: Professional social work practice requires skill in assessing and intervening in social situations at a variety of client system levels. The problem-solving approach (engagement, assessment, planning, intervention, evaluation, and continuation or disengagement) can be applied to each systems level. However, effective practice at each level also requires knowledge and skills specific to that level. The goals of this course are to: (1) Examine how the problem-solving approach can be applied when the target of planned change process is an organization, neighborhood, or community; (2) Examine how an assessment or intervention at one level may lead to a need for problem-solving at multiple, other levels; (3) Examine specific skills and knowledge used by social workers in initiating planned change at the organizational and community levels; and (4) Explore the concept of global interdependence as it applies to organizational, neighborhood, and community change.

SOWK 410 - Social Welfare Policy (fulfills AUCC category 4A)

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

Course Goals and Rationale: This course is designed to help students understand social problems and social policy analysis. It is intended to prepare students with the conceptual

tools for conducting systematic analysis of problems in the social environment and to make necessary policy changes based upon such analysis. In particular students will gain an understanding of social justice, ethical reasoning, research, analysis and the impact of social policy on diverse and underrepresented groups. This course will provide tools for students to analyze social policy and advocate for responsible solutions or changes needed within the system. A major aspect of the course learning will involve the student's analysis of a social problem and policy.

Because social policy is used to manage social power in a complex and diverse society, processes by which policy is formed, and the resulting products are critical to social work practice and to the effectiveness of the social work profession. The goal of this course, then, is to achieve a beginning level understanding of the relationships between the practical policy issues that social workers face and the relationship of their roles as policy practitioners to dominant structures of power in society. It is important for social workers to understand the processes through which policy is formed; the direct impact policy has on practice in the field and how to empower themselves and others to make necessary system changes.

SOWK 488V - Field Placement*

Engagement, assessment, interventions, and evaluation at multiple levels of service as well as mastery of foundation practice roles.

Course Goals and Rationale: This course culminates a social work student's undergraduate educational experience. Being placed in a CSU School of Social Work approved social service agency, students are provided the context to put their social work knowledge, values, methods, and skills to use in professional practice. The BSW field placement is comprised of 450 hours of supervised agency practice experience. Students can register for field placement in one semester (450 hours in a block placement of 28 hours per week) or in two concurrent semesters (450 hours in a concurrent placement of 14 hours per week).

In completing this course, students will be prepared for entry-level social work practice positions. The BSW field experience expects students to engage in agency assignments and opportunities for generalist practice across all client systems with individuals, families, groups, organizations, and communities; to integrate the classroom learning into the field assignments; to carry out assignments that develop foundation social work skills; and to develop their practice within the context of social work foundation practice behaviors.

Assignments, across all levels of practice, will develop foundation social work skills and will contribute to the student's knowledge, understanding, and capacity to successfully demonstrate generalist social work practice behaviors.

SOWK 492 – Seminar (fulfills AUCC category 4C)

Integrates theory with social work core competencies and practice behaviors while in field placements

Course Goals and Rationale: In the final stages of a baccalaureate education, seniors are offered a structured approach to integration of the professional education experience provided through the social work curriculum. In this course, seniors will prioritize, synthesize, and integrate knowledge, values and skills for the practice of the social work core competencies at all system levels relevant to beginning Generalist practice.

In this course students identify the linkage between separate course offerings, the academic and experiential aspects of learning, and evaluate the total educational experience both as a basis for entering professional practice and for establishing next steps in their professional development. This course provides the time and structure for this process.

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 110 - Contemporary Social Welfare (fulfills AUCC Categories 3C, 3F)

Principles, values, and institutions of U.S. social welfare in context of human need within family, groups, and society.

SOWK 350 - Legal Issues in Human Services

Legal principles, procedures, and issues relevant to social work including policy research and courtroom testimony.

SOWK/ETST 352 – Indigenous Women, Children and Tribes

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

SOWK 371A - Social Work with Selected Populations: Children and Families

Application of practice processes with children and families.

SOWK 371B - Social Work with Selected Populations: Juvenile Offender

Application of practice processes with juvenile offenders.

SOWK 371C - Social Work with Selected Populations: Adult Offenders

Application of practice processes with adult offenders.

SOWK 371D - Social Work with Selected Populations: Substance Abusers

Application of practice processes with substance abusers.

SOWK 371E - Social Work with Selected Populations: Social Gerontology
Application of practice processes with social gerontology.

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.

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 freshman, sophomore, or junior years. The following three charts specify these sequences, as well as specify pre-requisites and/or co-requisites.

School of Social Work

Colorado State University

BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF SOCIAL WORK COURSES AND PREREQUISITES
(4 YEAR PLAN)
Effective Fall 2012

FRESHMAN

SOWK 150 (3) - Introduction to Social Work
(PSY 100 or concurrent registration;
SOC 100 or SOC 105 or concurrent registration)

HDFS 101 (3) – Individual and Family Development

SOPHOMORE

Fall Semester

SOWK 233 (3) Human Behavior in the Social Environment
(HDFS 101 or concurrent registration;
SOWK 150 or concurrent registration)

SOWK 286A (3) – Practicum I
NOTE: SOWK 286A & B must be taken in sequence.
(SOWK 233 or concurrent registration)

Spring Semester

SOWK 286B (3) – Practicum II
(SOWK 233 or concurrent registration)

PROGRESSION TO THE MAJOR at the end of spring semester

JUNIOR

Fall Semester

SOWK 330 (3) - Human Diversity Practice Issues
(SOWK 233 or concurrent registration)

SOWK 340 (3) - Generalist Practice - Individuals & Families
(Progression into the major; SOWK 286B or concurrent registration)

Spring Semester

SOWK 341 (3) - Generalist Practice - Small Groups
(SOWK 340 or concurrent registration)*

SOWK 342 (3) - Generalist Practice - Organizations/ Communities
(SOWK 340 or concurrent registration)*

SOWK 300 (3) – Research in Applied Professions
(Completion of AUCC 1B Mathematics requirement)

Electives:

SOWK 110 - Contemporary Social Welfare
SOWK 350 - Legal Issues in Human Services
SOWK 352 - Indigenous Women, Children & Tribes
SOWK 371A - Social Work with Children and Families
SOWK 371B - Social Work with Juvenile Offenders
SOWK 371C - Social Work with Adult Offenders
SOWK 371D - Social Work with Substance Abusers
SOWK 371E - Social Work with Social Gerontology
SOWK 450 – International Social Welfare and Development

SENIOR

SOWK 410 (3) - Social Welfare Policy
(SOWK 342 or concurrent registration)

SOWK 488 (10) - Field Placement**
(SOWK 300, SOWK 330, SOWK 341,
SOWK 342, SOWK 410)

SOWK 492 (3) - Seminar***
(Concurrent registration in SOWK 488)

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* SOWK 340, SOWK 341, SOWK 342 cannot be taken the same semester.
** There are no block placements during the summer term.
*** Required 1st semester of concurrent placement.
PREREQUISITES AND/OR CONCURRENT REGISTRATIONS ARE THE COURSES IN PARENTHESES

School of Social Work

Colorado State University

BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES
(3 YEAR PLAN)
Effective Fall 2012

SOPHOMORE

Fall Semester	**Spring Semester**
SOWK 150 (3) - Introduction to Social Work (PSY 100 or concurrent registration; (SOC 100 or SOC 105 or concurrent registration)	SOWK 286B (3) – Practicum II (SOWK 233 or concurrent registration)
SOWK 233 (3) - Human Behavior in the Social Environment (HDFS 101 or concurrent registration; SOWK 150 or concurrent registration)	PROGRESSION TO THE MAJOR at the end of spring semester
SOWK 286A (3) – Practicum I NOTE: SOWK 286A & B must be taken in sequence. (SOWK 233 or concurrent registration)	

JUNIOR

Fall Semester	**Spring Semester**
SOWK 330 (3) - Human Diversity Practice Issues (SOWK 233 or concurrent registration).	SOWK 341 (3) - Generalist Practice Small Groups (SOWK 340 or concurrent registration)*
SOWK 340 (3) - Generalist Practice - Individuals and Families (Progression into the major. SOWK 286B or concurrent registration)	SOWK 342 (3) - Generalist Practice – Organizations/Communities (SOWK 340 or concurrent registration)*
SOWK 300– Research in Applied Professions (Completion of AUCC 1B Mathematics requirement)	

SENIOR

Fall Semester	**Spring Semester**
SOWK 410 (3) - Social Welfare Policy (SOWK 342 or concurrent registration)	SOWK 488 (10) - Field Placement (block or concurrent) (SOWK 300, SOWK 330, SOWK 341, SOWK 342, SOWK 410) SOWK 492 (3) - Seminar [1st semester of concurrent placement] (Concurrent registration in SOWK 488)

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* SOWK 340, SOWK 341, SOWK 342 cannot be taken the same semester.
** There are no block placements during the summer term.
*** Required 1st semester of concurrent placement.

PREREQUISITES AND/OR CONCURRENT REGISTRATIONS ARE THE COURSES IN PARENTHESES

10/12

School of
Social Work

Colorado State University

BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES
(2 YEAR PLAN)
Effective Fall 2012

Social work majors entering the program in their junior year must expect to spend a minimum of 4 semesters to complete the social work degree. Students who begin the program in the spring semester must expect to spend 5 semesters to complete the social work curriculum.

JUNIOR

Fall Semester	**Spring Semester**
SOWK 150 (3) - Introduction to Social Work (PSY 100 or concurrent registration; SOC 100 or SOC 105 or concurrent registration)	SOWK 286B (3) – Practicum II (SOWK 233 or concurrent registration)
	SOWK 330 (3) - Human Diversity Practice Issues
SOWK 233 (3) - Human Behavior in the Social Environment (HDFS 101 or concurrent registration; SOWK 150 or concurrent registration)	(SOWK 233 or concurrent registration)
	SOWK 340 (3) - Generalist Practice - Individuals & Families
SOWK 286A (3) – Practicum I NOTE: SOWK 286A & B must be taken in sequence. (SOWK 233 or concurrent registration)	(SOWK 286B or concurrent registration; Progression into the major)
	SOWK 341 (3) - Generalist Practice - Small Groups
PROGRESSION TO THE MAJOR at the end of fall semester	(SOWK 340 or concurrent registration)*

SENIOR

Fall Semester	**Spring Semester**
SOWK 300 (3) - Research in Applied Professions (Completion of AUCC 1B Mathematics requirement	SOWK 488 (10) - Field Placement [block or spring/summer concurrent] (SOWK 300, SOWK 330, SOWK 341,
SOWK 342 (3) - Generalist Practice - Organizations/ Communities (SOWK 340 or concurrent registration)*	SOWK 342, SOWK 410)
	SOWK 492 (3) - Seminar
SOWK 410 (3) – Social Welfare Policy (SOWK 342 or concurrent registration)	[spring semester] (Concurrent registration in SOWK 488)

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* SOWK 340, SOWK 341, SOWK 342 cannot be taken the same semester.
** There are no block placements during the summer term.
*** Required 1st semester of concurrent placement.

PREREQUISITES AND/OR CONCURRENT REGISTRATIONS ARE THE COURSES IN PARENTHESES

10/

The Sophomore Practicum, Progression Requirement, and Senior Field Placement
A unique feature of the social work major at CSU is a year-long sophomore practicum (SOWK 286 A and B). This course is designed to teach basic social work skills such as communication and relationship-building, and has experiential, as well as classroom, components. In addition to classroom lectures and discussions, groups of students are assigned to work directly with mentors in various social work settings. The agencies participating in this practicum require background checks of students as part of the placement process. The group of students assigned to each agency also meets on a weekly basis to share and process their experiences.

Depending on the sequencing of courses, either at the end of the first or second semester of the sophomore practicum, students go through a process of applying for progression in the major (see page 32) 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 the making of a formal commitment to the ethics and values of the profession by students.

A senior field placement in an agency setting is an integral component of the BSW curriculum. The field placement engages the social work student in supervised social work practice and provides the opportunity to apply classroom learning in the field. BSW students must have a minimum of 450 supervised hours of field experience. Through their field placements, students refine their professional social work skills and integrate classroom course content with on-the-job experience in service provision, outreach, networking, and resource development. CSWE mandates that BSW programs establish minimum standards for field 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 a field 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 fit with the agency. Please refer to the SOWK 488 BSW Field Education Manuel for more specific information.

The Field Education Program in the School of Social Work is administered by Sue Tungate, Director of Field Education, susan.tungate@colostate.edu. The BSW Field coordinator is Amy Riep, amy.riep@colostate.edu. Students will apply for field 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 Spanish. Others explore opportunities in ethnic studies, criminal justice and gerontology. The School of Social Work also offers courses in mediation. Many student 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.

Continuing Education

The School of Social Work is actively and creatively involved in continuing education and outreach through the Social Work Center for Lifelong Learning and Outreach Education (SW-CLOE).

SW-CLOE 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 exercises oversight to maintain high quality programs that are consistent with the mission and goals of the School of Social Work, the College of Health and Human Sciences, and Colorado State University.

SW-CLOE fosters increased faculty and student involvement in community improvement providing life-long learning opportunities for social workers and human service personnel and engages alumni in both providing and participating in educational opportunities.

SW-CLOE also provides in-service training to social service organizations and agencies.

Section III
Undergraduate Student Policies and Procedures

The School of Social Work is committed to helping students become successful social workers. Students are encouraged to contact professors 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.

Background Checks

If a student has a criminal background, it is in the student's best interest to disclose this information prior to progression in the social work major. A criminal background may pose difficulties in securing a field placement for the student and/or may result in the inability to place the student.

Students are required to have a background check by the agency partners in SOWK 286 A and B. Completion of the course is dependent on the student being accepted by an approved SOWK 286 agency. If a student has difficulty with placement because of a criminal background, the instructor for the student will attempt to find an alternative agency placement. However, if this cannot be accomplished, the student will not be able to complete the course and thus, the major.

Students who have a criminal background should understand that some 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.

Communication and Information

Communication and information are necessary for successful progress towards earning the BSW. 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 encourage to visit the Director of the School or the BSW Director whenever they would like.

<u>Student Orientations</u>

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 freshman and transfer students.

Orientations include an informational session on progression requirements which usually takes place in the sophomore practicum (SOWK 286) and orientations to field which take place prior to the application process and at the beginning of the field placement. Attendance at student orientations is required. In addition, group meetings are offered for student advising.

Social Work in Action (SWA)

You are strongly encouraged to participate in your undergraduate student association, Social Work in Action. SWA is officially recognized as the organization representing undergraduate students in voting matters. Membership in SWA is open to any CSU student. Membership primarily includes undergraduate social work majors. Members of SWA are elected to serve on School of Social Work committees and represent undergraduate students at School of Social Work Council meetings. You will be contacted by representatives of SWA in your classes. Please see the bulletin board outside of the reading room (Education 19) for information on SWA meetings, contact the SWA advisor, Dr. Malcolm Scott, Malcolm.Scott@colostate.edu or use the SWA Facebook page.

Phi Alpha Honor Society Theta Pi Chapter, Colorado State University

Phi Alpha Honor Society is

> *Eager to promote a closer bond among students of social work and to enter into more intimate fellowship with those dedicated to the promotion of humanitarian social work goals and ideals by a professional group for which quality educational preparation is deemed imperative, students and faculty involved in social work education at Colorado State University resolve to sponsor a local chapter of the Phi Alpha Honor Society, a national social work honor society. In so doing, the students and faculty at Colorado State University hereby seek to foster high standards of educational achievement for social work students and invite into membership those students and faculty who have attained excellence of scholarship and distinction of achievement as students and educators of social work.*

Undergraduate Membership in Phi Alpha is open to students who have

- Declared social work as a major;
- Achieved sophomore status;
- Completed nine or more semester hours of required social work courses;
- Achieved an overall GPA of 3.0 on a 4.0 scale; and
- Achieved a 3.25 GPA in required social work courses.

Each semester, students may complete the application form and submit it to the President of Phi Alpha or the current faculty advisor, Dr. Eunhee Choi at eunhee.choi@colostate.edu.

Student Representation

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

- School Council (1 BSW representative)
- Curriculum and Program Evaluation Committee (1 BSW representative)
- Student Affairs (1 BSW representative)
- Diversity Committee (several BSW representatives)

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 student issues.

Curriculum and Program Evaluation Committee

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.

Student Affairs Committee (SAC)

The student affairs committee hears grievances from students, proposes admissions criteria for the various programs, as well as designing the application and admissions process for the MSW and PhD programs. This committee also considers exceptions to policy and makes decisions on those exceptions. For example, a student may appeal to SAC to take SOWK 340, SOWK 341, and SOWK 342 in the same semester.

Diversity Community

The School of Social Work Diversity and Human Rights Committee promotes social justice and social change by engaging scholarship, teaching, and community service that seek to understand, celebrate, and embrace diversity. The Committee strives to provide leadership and direction to the School of Social Work as the school implements diversity initiatives in accordance with its diversity plan. Student membership is encouraged and welcomed. To become a member contact Dr. Malcolm Scott at Malcolm.Scott@Colostate.Edu.

Student Privacy

The SOSW abides by the Family Education Rights and Privacy Act (FERPA), as amended, 20 U.S. 1232g et. seq. (CSU General Catalog, Students' Rights Regarding Their Educational Records – Section 1.6.5). The faculty also models NASW ethics in safeguarding client information. (See: NASW code of ethics, section 1.07). However, as state employees, the faculty are 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.

Advisement

The School of Social Work considers advising to be a very important part of each student's educational experience. Advisors will help students design a plan for graduation, select courses each semester, monitor their academic progress assisting as needed, provide information on advising tools such as RAMWeb (Registration Ready, Registration, Class Schedule), Transferlogy, 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.

Each student is assigned an advisor when s/he enters the program. A student's permanent advisor may not be the same person with whom the student talked when first visiting campus. The School of Social Work has two dedicated advisors, Dana Gaines and Marie Villescas Zamzow. The Director of the BSW program, Brenda Miles, may meet with students who are considering the major or declaring Social Work as a major. A student may find the name of her/his advisor on RAMWeb or he may ask an administrative assistant in the social work office for his advisor assignment.

CSU students are responsible for insuring that they meet all requirements for graduation and the social work major. However, their advisors are available to assist in fulfilling all requirements. A student and his/her advisor are responsible for meeting at least once each semester and at any time either has questions or concerns about academic, career, or personal matters that interfere with academic performance. Students must meet with their advisors for pre-registration either in group advising sessions or individually.

Seniors and juniors may begin making appointments about a month after the beginning of each semester for advising pertaining to the following semester. Freshmen and sophomores should make an appointment about two months into the current semester for their advising. Students may make an appointment with their advisors electronically at the Social Work Advising Scheduler. Advisors are able to access students' academic files and advising codes. Students should be sure that they schedule appointments early as the advisors are the only persons authorized to release advising codes which are necessary for registration. Administrative assistants or other faculty members are not authorized to do this in place of students' advisors. In the event that a student's designated advisor is not available, formal arrangements for alternate advising will be made by Brenda Miles. Students may contact her if unable to contact their advisors.

If a student should wish to change her advisor, he must make a request in writing, and ask the present advisor and the new advisor the student wishes to have, to initial his written request. After initials are obtained, the student should give the request to an administrative assistant in the social work office.

Evaluations of Advising and Courses

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 once per year during the spring semester. Students' advisors will provide them with instructions for completing on-line advisors' 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:

- Faculty 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.

- Faculty should inform students that their signatures are requested. Instructors may note that the *Academic Faculty and Administrative Professional Manual*, which governs evaluation procedures at the University, allows the use of unsigned comments only with the instructor's agreement.

- Faculty should ask for a student volunteer to collect completed surveys and return them to the Morgan Library Help Desk, the University Testing Center, or the Concierge Desk at TILT. Instructors should not view the forms until they have been entered into the database and final course grades have been submitted.

- Faculty should leave the room while students complete the survey.

The student representative may also return the completed surveys through campus mail to the address on the envelope provided to the course instructor or to the main office (Education 127) of the School of Social Work.

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

Financial Aid Programs

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 the Registrar's Office 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 or you may contact Brenda Miles, who coordinates the scholarship awards for the School of Social Work. The process for applying for scholarships is college 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).

While scholarships change each year here is a list of the School of Social Work Scholarships awarded for 2015-2016:

Anne Andrews Scholarship for Mental Health Advocates: The Anne Andrews Scholarship for Mental Health Advocates is given by Gail Cotton in honor of her daughter, Anne. This scholarship is awarded to a student who participates in community service activities and plans a career in the mental health field setting that advocates for services for those affected by chronic mental illness.

Fornaro Family Social Work Scholarship: The Fornaro Family Social Work Scholarship is given by Robert and Karen Fornaro to benefit students enrolled in the School of Social Work. It is awarded to undergraduate or graduate students accepted into the Fornaro Family Scholars in Social Work Leadership program who demonstrate a commitment at the micro and macro level to a specific field of social work practice, vulnerable populations, or social problem area.

Georgia and Ben Granger Social Work Human-Animal Bond in Colorado (HABIC) Scholarship: The Georgia and Ben Granger Human-Animal Bond In Colorado (HABIC) Scholarship was established in 1996 by Ben Granger, retired director of the School of Social Work, and his wife, Georgia. The award is given to undergraduate or graduate Social Work students who have an interest in the human-animal bond and the therapeutic use of companion animals. Applicants must have a minimum 3.0 GPA and desire a field placement where they can learn about animal-assisted therapy.

Hoole/Sagen Scholarship: Ken Hoole (social work, '76) and Tim Sagen have created the Hoole/Sagen Scholarship to support social work students who demonstrate a commitment to support the gay, lesbian, bisexual, and transgender community, in honor of their long-standing commitment to one another and advocacy for the GLBT community.

Michael J. Schissler Memorial Scholarship: The Michael J. Schissler Memorial Scholarship was established by his wife, Elizabeth, in 1990. Michael, who died in 1989, was a 1970 Sociology graduate from Colorado State and was involved with social work issues. The award is for undergraduate or graduate social work students, and is based on academic achievement, need, and community service work.

Pershing E. Sims Memorial Scholarship: The Pershing E. Sims Memorial Scholarship is given by his daughter, Lori Sims, a previous Director of Development for the college, and her husband, Vern Dosmann. Mr. Sims dealt with poverty issues most of his life. As a young man he had to quit school to support his siblings, and as a father, he supported college degrees for each of his nine children. This $1,000 scholarship is given to a full time student who plans a career working with poverty prevention.

Richard G. Mimiaga Memorial Scholarship: The Richard G. Mimiaga Memorial Scholarship was established by colleagues, friends, and former students in honor of Rick's work as a faculty member in Social Work. The award goes to undergraduate or graduate students in Social Work who have financial need and demonstrate commitment to working with diverse populations. Underrepresented populations are encouraged to apply.

School of Social Work Scholarship: The School of Social Work Scholarship was established through special events proceeds, as well as through contributions from dedicated Social Work alumni, faculty, and staff. The scholarship is awarded to a full time undergraduate or graduate student who is committed to the field of social work and who shows financial need.

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 deserving and needy students. 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 the 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.

Student Records and Graduation

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.

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. Students will need to stop by the social work office the first week of their graduation semester to sign their contracts and supply the School with a list of courses that they plan to complete during their last semester.

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.

Students may grant access to individuals they authorize to view their records through FAMweb. This system provides an online view of your 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 evaluation, 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.

Progression and Student Performance

Procedure Regarding Admittance and Retention (Progression to the Major in Social Work)

Colorado State University students are admitted to the School of Social Work (SOSW) when they declare social work as a major. 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 SOSW 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, Section 2.09-11). 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 3.2.7 & 8).

To meet the requirements of these professional governing bodies, the SOSW has developed this Progression to the Major procedure. Progression to the Major is a time in a student's academic career when faculty and students can review each student's character and fitness for the profession of social work. Prior to enrolling in the curriculum in the 300 level practice courses (SOWK 340, SOWK 341, SOWK 342), 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 students who have 60 or more credits must apply for progression in order to graduate in the following four semesters. The application for Progression to the Major will be distributed in SOWK 286 A and SOWK 286 B.

As a professional program, academic performance and fitness 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 SOSW.

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 will be 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. 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 and the student's advisor. 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 SOSW, including but not limited to the Director of the SOSW. A meeting will then be scheduled for review of the concerns with the student, faculty member(s) involved, the Director of the BSW Program 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 Office of Conflict Resolution and Student Conduct Services, in the event the concerns include possible violations of the Student Conduct Code.

If a student progresses into 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.

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.

Transfer Credits

The Degree and Transfer Evaluation section in the Registrar's office (Centennial Hall, 491-7159) is responsible for initially determining the equivalence of any credits transferred to Colorado State University from another accredited institution of higher education.

Another source of information concerning course equivalency is Transferology. This website that enables students, advisors, faculty, and administrators from colleges and universities to obtain consistent and accurate information about how courses will transfer from one institution to another and how those courses will apply to meet academic program requirements at the other institutions.

For Colorado State University, Transferology offers a nation-wide network of accredited institutions in the U.S and some recognized international institutions, and how their courses will transfer to Colorado State University. All public institutions in Colorado and Wyoming are part of this database, in addition to many frequently transferred courses from other institutions across the country. You may access this website through the Transferology (formerly u.select*)* link in RAMweb under Tools for Student Success, or through the web site noted above.

You should be aware of the following rules concerning transfer credits from two year institutions (CSU General Catalog 2014-2015, Undergraduate Admissions):

- If a student attends one or more regionally accredited two-year institutions, a total of 64 transfer credits may be accepted.
- 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.
- Transfer guides for specific majors are available for students who want to complete a four-year degree at Colorado State University by first completing an AA or AS degree at a Colorado community college, and then completing the 60 designated C.S.U. credits listed on the guide. See the Registrar's homepage for CSU Transfer Guides, then choose *Social Work.*

Once the Transfer Evaluation Office has approved courses for transfer, a student's social work advisor, with the BSW Director, may review any social work courses transferred from a CSWE accredited program at another institution to determine equivalencies with the undergraduate requirements in the CSU social work curriculum. The advisor and/or the BSW director may ask students to provide relevant course syllabi or other pertinent material.

Only social work transfer courses completed within the past seven years will be considered as fulfilling current social work requirements. For further information on transferring credits to

CSU students should refer to the CSU General Catalog, 2014-2015 or 2015-2016 when available.

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, etc. Please refer to the 2014-2015 General Catalog section 1.3 for specific policies and the University Testing center http://testing.colostate.edu/challenge/ for information on challenge exams, however, the first step in this process should be discussion with the student's advisor.

Students' Rights and Responsibilities

(CSU General Catalog - Policies and Guiding Principles, Section 1.6)

Colorado State University is a community dedicated to higher learning in which all members share in pursuit of knowledge, development of students, and protection of essential conditions conducive for the learning environment. These protections are presented in the form of university policies, applicable federal and state laws, and statements of fundamental rights and responsibilities which govern both the academic setting and the university community as a whole. Some of the policies and expectations in this chapter are relevant to students, faculty and staff; others are focused specifically on the student population.

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people. Principles of academic honesty, respect for diversity, and pursuit of lifestyles free of alcohol and drug abuse are examples of these standards. Students are not only members of the academic community; they are, additionally, members of the larger society and thus retain the rights, protection guarantees, and responsibilities which are held by all citizens.

The guiding principles of CSU are commitment to diversity, freedom of expression and inquiry, and freedom from personal abuse. Guiding policies include a non-discrimination policy, a sexual harassment policy, a consensual relationship policy and policies regarding student rights. For full information see the CSU General Catalog.

Student Rights

A summary of the University policies dealing with a wide range of student life and activity follows. For more information regarding additional student life policies at Colorado State University, please contact the Office of the Vice President for Student Affairs, 201 Administration Building.

As members of the University community, students can reasonably expect the following:

1. Students have the right to freedom from discrimination or harassment on the basis of race, ethnicity, gender, sexual orientation, religion, creed, political beliefs, national origin, 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 maintenance of 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 Education 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. Colorado State University 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 or 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.

Student Bill of Rights – Colorado Revised Statute 23-1-125

The Colorado Student Bill of Rights focuses on various aspects of student academic life including advising, transferability of credits, and degree completion.

One such right is that a student may enter into an agreement with the university to formalize a plan to obtain a degree in four years. Colorado State University supports this timeline for graduation by publishing advising guidelines under which a student may expect to graduate in four years, and also publishes curriculum check sheets defining a common four-year course progression for each major. These check sheets and advising guidelines are available in each department office and in the Center for Advising and Student Achievement (CASA), Room 121, The Institute for Learning and Teaching (TILT). There are some majors that a student may not be able to complete in four years because of additional degree requirements recognized by the Colorado Department of Higher Education.

Students' Rights Regarding Their Educational Records

Students have certain rights concerning their "education records" under the Family Education Rights and Privacy Act, as amended, 20 U.S. 1232g et. seq.(FERPA). These include:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives request for access. Students should submit to the Registrar's Office, or in the case of graduate studies, to the Graduate School, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

   All enrolled and former students may have access to their educational records maintained within the University. Those individuals and agencies having access to a student's records include "school officials," defined below, with legitimate educational interests; parents claiming a student as a dependent on their federal income tax; scholarship and other financial aid organizations supporting the student; organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, student aid programs, or to improve instruction; organizations carrying out accrediting functions of programs offered by the University; appropriate person(s) in an emergency; and any party designated by judicial order or subpoena, provided that, except for subpoenas and orders issued for law enforcement purposes, the University first notifies the student of the order or subpoena. Any other individual or organization must have a student's written consent to view or have access to the educational record.

   A student may receive one copy of each item of information contained in the educational record at a cost of $.25 (charge subject to change) per page.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

   Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

   Students can control the release of their private information by using FAMweb, a secure online portal that provides limited access to a student's education records to families and trusted individuals designated by the student. In FAMweb, the student sets perm-issions to allow others to access certain categories of education records that are frequently requested for release. The following types of student information can be viewed in FAMweb:

   - eBilling information
   - Grades for the last completed term
   - Unofficial transcript
   - Class schedule for the semester in session
   - Tax information

   To learn more go to FAMweb.

   An exception exists for public release of "directory information" which is published in university directories and may be released to third parties. If a student wishes to exercise their rights under FERPA and limit release of directory information, see the Registrar's website for procedures to apply restrictions on directory information.

   Colorado State defines "directory information" as the following:

   - Student name
   - Current mailing address
   - E-Mail address
   - Telephone number
   - Major field of study
   - Classification level (freshman, sophomore, junior, senior, graduate)
   - Dates of attendance
   - Current or previous enrollment status (full-time, half-time, and/or less than half-time)
   - Anticipated date/term of graduation and expected degree(s)
   - Honors and degrees awarded
   - Participation in officially recognized activities and sports
   - Height and weight of athletic team members
   - Video and photographic images of students with the exception of the official CSU
   - identification photograph

Another exception allows disclosure of information about the student to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel in an educational role and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the governing board of the University; or a student serving on an official committee, or in a volunteer capacity, such as a peer mentor or member of a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Such officials have legitimate educational interests when they need to review a student's educational records to fulfill their responsibilities to the University. As an example of a company with whom Colorado State University has contracted, the University works with the National Student Clearinghouse which provides a Current Enrollment Verification Certificate and/or degree verification to students and vendors indicating whether the students are enrolled for part-time or full-time status at CSU.

Furthermore, the University discloses students' educational records without consent, upon request, to officials of other schools in which a student seeks to or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.

Personally Identifiable (Private) Information

Personally identifiable, or private, information includes age, date and place and birth. It also includes grades, Social Security Number, CSUID number, class schedule, residency, and class rank. None of these items may be released without the student's permission, except as otherwise allowed by FERPA.

Deceased Student Information Disclosure

Due to the sensitivity and privacy issues involved in student deaths, a Confidential Information alert will be placed on the deceased student's accounts and records to block public access to all personal and academic information once verification of the death is confirmed.

Right to Discuss Concerns with Department Heads/Chairs

Academic department heads are expected to incorporate student input into decisions affecting academic instruction, advising, and student learning assessment. This input usually takes form through departmental advisory committees and student evaluation of faculty members. Individual students, however, may make appointments with their department heads to discuss specific problems, plans, or suggestions.

Right to File a Grade Appeal

Instructors are responsible for stating clearly the instructional objectives of the course at the beginning of each term and for evaluating student achievement in a manner consistent with these objectives. Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Instructors are responsible for determining and assigning final course grades. Graded examinations, papers, and other materials used as a basis for evaluating a student's achievement will be available to the student for inspection and discussion.

Students may appeal instructors' grading decisions. The burden of proof, however, rests with the student. See complete detail of the grade appeal process in the About Grades section of the Advising and Registration chapter of the CSU General Catalog (Section 1.7)

Freedom of Expression and Right to Peaceful Assembly

The University acknowledges the right of students and others to assemble in groups for peaceful purposes. At such gatherings, the University expects the rights and privileges of all persons to be respected and that there will be no endangerments to health or safety. Such gatherings must in no way disrupt the normal conduct of University affairs or endanger University property.

The University may, consistent with the Constitution, establish *reasonable* regulations regarding the time, place, and manner in which persons exercise their free speech rights to the extent necessary to prevent disruption of the normal conduct of University affairs or endangerment of health and safety of persons or damage to property. Accordingly, persons planning such assemblies on the University campus must coordinate their activities and plans in advance through the Lory Student Center Event Planning Office. This coordination is requested so as to prevent disruption of normal University educational activities and avoid endangering the health or safety of persons or damage to property. The sponsoring individual or group must assume responsibility for compliance with all state and municipal laws and University policies. Assistance from staff is available to help plan such events, and the assistance of University police may be requested to help with traffic or crowds.

Any act by demonstrators or groups which interferes with the rights of others, disrupts the normal functioning of the University, damages property, or endangers health or safety is grounds for suspension or dismissal from the University and/or removal from University property. In addition, such actions may also be the basis for criminal charges by law enforcement authorities. Demonstrations are prohibited in any special-use facility, classrooms, or in any place or manner that interferes with educational and other normal functions and operations of the institution. Demonstrators refusing to vacate premises upon request are subject to immediate temporary suspension and arrest under applicable municipal and state laws.

Commercial speech may be regulated by the University to a greater extent than noncommercial speech and expressive activities. Commercial speech is any form of expression or activity that is primarily intended to advertise, market, sell or promote goods and services on behalf of any person or entity that is not a CSU department or affiliated organization. (Soliciting for charitable contributions or donations is included in the definition of commercial speech). The University is under no obligation to make any campus areas or facilities available for commercial activities. When permitted, commercial speech should promote an educational, rather than commercial atmosphere on campus, prevent commercial exploitation of students, and preserve the tranquility of the campus. In order to promote these objectives, the Campus Activities Director acts as, or may designate, a coordinator for commercial events held on campus, including (but not limited to) events at the Lory Student Center Plaza. The coordinator is responsible for working with student organizations, other sponsors, and vendors to assure that events are in accordance with University regulations.

Right to Seek Membership in Student Organizations

Colorado State officially recognizes a great variety of student organizations. Policies established by the Board of Governors prohibit any recognized student organization from excluding students from membership on the basis of race, color, religion, national origin, gender, sexual orientation, age, veteran status, or disability.

All recognized student organizations must assure the University that their membership policies and procedures are in compliance with this University policy. Local chapters of regional, national, or international organizations must assure the University that membership policies of the parent organization do not require the local chapter to exclude any student from membership on the basis of race, color, religion, national origin, gender, sexual orientation, age, veteran status, or disability.

Victims' Rights

The University is committed to providing appropriate support and referrals to persons who have been the victims of crimes or violations of University policy. Persons who have been victimized by a Colorado State University student may choose to report the incident to the Colorado State University Police or the Office of Conflict Resolution and Student Conflict Services to initiate criminal and/or disciplinary action. Victims also have the opportunity to receive personal support from appropriate University resources.

Resources

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

Student Responsibilities

Colorado State University has twice been ranked among the nation's Top Character Building Institutions by the Templeton Foundation www.news.colostate.edu/Release/ 1943. Through curricular and co-curricular programs, students at Colorado State University 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.

Academic Integrity

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity.

Faculty/instructors shall work to enhance a culture of academic integrity at the University (see the *Colorado State University General Catalog* for the Academic Integrity Policy).

Each course faculty/instructor shall clearly state in his or her course syllabus that the course will adhere to the Colorado State University General Catalog Academic Integrity Policy and Student Conduct Code. In addition, by the end of the second week of classes and/or in the syllabus, the faculty/instructor shall address academic integrity as it applies to his or her course by providing guidelines about course elements for the students.

Each course faculty/instructor shall provide the opportunity for students to sign an affirmative honor pledge on any course components of the faculty/instructor's choosing. The honor pledge shall include one of the following statement and may be expanded according to faculty/instructor's, department, or college practices and policies:

HONOR PLEDGE: I have not given, received, or used any unauthorized assistance.

HONOR PLEDGE: I will not give, receive, or use any unauthorized assistance.

A course faculty/instructor may offer the student the opportunity to write out the pledge if deemed practicable. Students may be given the opportunity to include an honor pledge along with electronic submissions of their work. A student's decision to forego signing the honor pledge shall not be used as evidence of academic misconduct and shall not negatively impact a student's grade.

Academic misconduct (see examples below) undermines the educational experience at Colorado State University, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and faculty/instructors.

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action.

Students are encouraged to positively impact the academic integrity culture of the University by reporting incidents of academic misconduct.

Examples of academic dishonesty include (but are not limited to):

1. *Cheating* – Cheating includes using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student on an exam, problem set, or quiz; taking an exam or completing homework for another student; possessing unauthorized notes, study sheets, answer codes, programmed calculators, or other materials during an exam; and falsifying exams or other graded paper results.

2. *Plagiarism* – Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without proper acknowledgment. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source.

3. *Unauthorized Possession or Disposition of Academic Materials* – Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student's work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students.

4. *Falsification* – Falsification encompasses any untruth, either verbal or written, in one's academic work. Examples include receiving unauthorized assistance or working as a group on a take-home exam, independent exam, or other academic work without authorization, or lying to avoid taking an exam or turning in other academic work. Furthermore, falsification of any University document is a violation of academic integrity. Examples include student identification numbers, transcripts, grade sheets, credentials, University status, or letters of recommendation. Forging a signature is another specific example of falsification.

5. *Facilitation of Cases of Academic Dishonesty* – Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutions violation of Colorado State University's academic integrity. Examples include knowingly discussing specifics of the content of a test or examination you have taken with another student who has not yet taken that test or examination or facilitating, by sharing one's own work, a student's efforts to cheat on an exam or other academic work.

Procedures for Dealing with Academic Dishonesty

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct. If a faculty/instructor has evidence that a student has engaged in an act of academic misconduct in his or her course, prior to assigning any academic penalty, the faculty/instructor shall notify the student of the concern and make an appointment with the student to discuss the concern. The student shall be given the opportunity to give his or her position on the matter. After being given the opportunity, if the student admits to engaging in academic misconduct, or if the faculty/instructor judges that the preponderance of evidence supports the allegation of academic misconduct, the faculty/instructor may then assign an academic penalty. Examples of academic penalties include assigning a reduced grade for the work, a failing grade in the course, removing the Repeat/Delete option for that course, or other lesser penalty as the faculty/instructor deems appropriate. The faculty/instructor shall notify the student in writing of the infraction and the academic penalty to be imposed. A copy of this notification shall be sent to the Office of Conflict Resolution and Student Conduct Services.

Faculty/instructors have a responsibility to report to the Office of Conflict Resolution and Student Conduct Services all cases of academic misconduct in which a penalty is imposed. Incidents which the faculty/instructor considers major infractions (such as those resulting in the reduction of a course grade or failure of a course) should be accompanied by a recommendation that a hearing be conducted to determine whether additional university disciplinary action should be taken.

If the student disputes the decision of the faculty/instructor regarding alleged academic misconduct, he or she may request a hearing with the Office of Conflict Resolution and Student Conduct Services. The request must be submitted or postmarked, if mailed, no later than 30 calendar days after the first day of classes of the next regular semester following the date the grade for the course was recorded. If no appeal is filed within the time period, the decision of the faculty/instructor will be final.

If, after making reasonable efforts, the faculty/instructor is unable to contact the student or is unable to collect all relevant evidence before final course grades are assigned, he or she shall either:

1. Assign an interim grade of Incomplete and notify the student in writing of the reason for this action; or
2. Refer the case to the Office of Conflict Resolution and Student Conduct Services for a hearing before deciding on a penalty.

A hearing will be conducted with the Office of Conflict Resolution and Student Conduct Services to determine whether a preponderance of evidence exists in support of the allegations of academic misconduct. If the Hearing results in a finding of insufficient evidence to support the allegation or clears the student of the charges, the faculty/instructor will determine a grade based on academic performance and without reflection of the academic misconduct charge

and change any previously assigned grade accordingly. If the Hearing results in finding of academic misconduct, the Hearing Officer and faculty/instructor will confer regarding appropriate sanctions. The faculty/instructor will make the final determination regarding academic penalties, which may include, among other options, assigning a reduced grade for the course, assigning a failing grade in the course, removal of the Repeat/Delete option for that course, or other lesser penalty as the course faculty/instructor deems appropriate. The Hearing Officer will make the final determination regarding University disciplinary sanctions.

In the case of a serious infraction or repeat offense of academic misconduct that is upheld through a Hearing, the Hearing Officer and the faculty/instructor shall decide whether the student's transcript will be marked with a notation of "AM," which will be explained on the student's transcript as a "finding of Academic Misconduct." A notation of "AM" shall be made on the student's transcript only if both the Hearing Officer and the course instructor agree that this penalty should be imposed.

Grades marked on the student's transcript with the designation "AM" will not be eligible for the Repeat/Delete Policy described in the Advising and Registration – About Grades section of the CSU General Catalog.

Information about incidents of academic misconduct is kept on file in the Office of Conflict Resolution and Student Conduct Services. No further action is initiated unless the incident constitutes a major infraction, the student has a prior record of University infractions, or there are subsequent reports of misconduct.

Classroom Behavior

The classroom instructor is responsible for all classroom conduct, behavior, and discipline. University policy permits only enrolled students, persons authorized by the instructor, and administrative personnel to be admitted to instructional areas during scheduled periods. University policy and Colorado state law also prohibit all forms of disruptive or obstructive behavior in academic areas during periods of scheduled use or any actions which would disrupt scheduled academic activity. Use of classrooms and other areas of academic buildings during nonscheduled periods is permitted only in accordance with departmental, college, or University practices.

Any person or persons in unauthorized attendance or causing a disturbance during scheduled academic activity shall be identified by the instructor and asked to leave. Persons refusing such a request may be removed by the University police and are liable to legal prosecution and/or disciplinary action.

Colorado State University Student Conduct Code

The Student Conduct Code exists to notify students, faculty, and staff of the specific expectations Colorado State University holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student clubs or organizations.

Colorado State University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution and to assume responsibility of their actions; to observe national, state, and local laws, and University regulations; and to respect the rights, privileges, and property of other people.

A college education is a voluntary association with a community of scholars to explore new ideas, examine ourselves, make new friends, and develop ideals. A university environment is a place where faculty and students can freely exchange ideas and concepts in an atmosphere of civil debate and dialogue on contemporary issues.

Colorado State University considers this freedom of expression and inquiry essential to a student's educational development. All University members may engage in discussion; exchange thought and opinion; and speak, write, or print freely on any subject in accordance with Federal or State constitutions. This broad principle is the cornerstone of education in a democracy. Colorado State University values and respects diversity including political, philosophical and cultural viewpoints.

The student conduct process is a learning experience which can yield growth, behavioral changes, and personal understanding of one's responsibilities and privileges. This process balances the needs and rights of students with the needs and expectations of the University and larger community. It supports Colorado State University values and community standards with a continuum of responses from disciplinary sanction or restriction to education, counseling, and restorative justice.

Students are treated with care, fairness, tolerance and respect. The needs of the complainant, the respondent, and the community-at-large are equally important.

The University Student Conduct Code defines University intervention or disciplinary action related to the behavior of both individual students and University Recognized Student Organizations. Policies and procedures specific to student organizations are noted in each section.

The new Student Conduct Code is available:

1. On Conflict Resolution website.

2. In hard copy at

- Office of Conflict Resolution and Student Conduct Services, 325 NW Aylesworth
- Vice President for Student Affairs, 201 Administration Building
- Housing and Dining Services, Palmer Center
- Residence hall front desks
- Off-Campus Life, 142 Lory Student Center

- Student Organizations, Lory Student Center Lower Level
- Greek Life Office, Lory Student Center Main Level
- ASCSU Office, Lory Student Center Main Level

The Conduct Code contains:

Preamble – which describes the University foundational principles and the rights and responsibilities of students.

I. Definitions – particularly related to student status, faculty status, university premises, academic misconduct, students accused of policy violations, students submitting complaints and those related to Student Organizations.

II. Student Conduct Code Authority – describes the roles of university staff and students in administering the Conduct Code.

III. Proscribed Conduct – this section specifically outlines the rules and regulations which would subject a student or student organization to disciplinary action if committed. Additionally, jurisdiction related to academic units, violations of law, interim suspensions, student clubs and organizations, and fraternities and sororities is described.

IV. Procedures – specifically describes the procedures used in determining disciplinary charges, notification of charges and hearings, options for resolution of charges, the hearing procedure, decisions, sanctions, and appeals related to individual students.

V. Procedures – describing those related to Student Clubs and Organizations

VI. Disciplinary Records – describes the keeping of internal disciplinary records and specific instances when disciplinary action becomes part of the student's official transcript.

VII. Victims – description of support available for victims, processes related to information and records related to victims and reporting options available.

VIII. Interpretation and Revision of the Code

Prohibited Conduct

The list below describes the prohibited actions published in the Student Conduct Code. Students have an obligation to know and follow the regulations of the University. Violations will form the basis for University intervention or disciplinary action. The following actions are prohibited.

1. Academic misconduct including but not limited to: cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, or facilitation of acts of misconduct. Plagiarism includes the copying of language, structure, images, ideas, or thoughts of others and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form. Specific procedures for cases of academic misconduct are also described in the Academic Integrity Policy in the General Catalog, the Graduate Student Bulletin, the Faculty Manual, or the Honor Code of the Professional Veterinary School as Applicable.

2. Knowingly furnishing false information to any University official, faculty member, office, or organization or on any University applications. Intentionally initiating or causing to be initiated any false report any warning or threat of fire, explosion, or any other emergency.

3. Forgery, alteration, misuse, mutilation, or unauthorized removal of any University document, record, identification, educational material, or property.

4. Disruption or obstruction of teaching, classroom or other educational interactions, research, administration or disciplinary proceedings, residential communities, or participation in an activity that disrupts normal University activities, and/or threatens property or bodily harm or intentionally interferes with the right of access to University facilities or freedom of movement of any person on campus. Disruption or obstruction also includes any form of abuse, threat, intimidation, bullying, coercion, harassment or attempt to influence any person who submits a report, cooperates with any investigation or acts as a witness in relation to an alleged violation of this Student Conduct Code or any federal or state law.

5. Engaging in behavior or activities that obstruct the right of free speech or expression of any person on campus. (For more information, refer to the CSU policy on Freedom of Expression and Inquiry, which addresses student rights and responsibilities related to political expression, and contact the Office of Conflict Resolution and Student Conduct Services if you believe you have been treated differently because of your political, or other, perspectives.)

6. Abusive conduct, including physical abuse, verbal abuse, threats, intimidation, stalking, coercion, and/or other conduct which threatens or endangers the physical or psychological health, safety, or welfare of one's self, another individual or a group of individuals.

7. Harassment, meaning verbal or physical harassment on the basis of gender, race, sexual orientation, religion, or physical disability. (Refer to the CSU Sexual Harassment policy and contact the Office of Equal Opportunity and Diversity for more information on these issues.)

8. Sexual misconduct including but not limited to: obscene, lewd, or indecent behavior; deliberate observation of others for sexual purposes without their consent; taking, sharing

or posting of photo-graphs/images of a sexual nature without consent; possession or distribution of illegal pornography; viewing or posting pornography in public venues; unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct that is severe or pervasive; physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including but not limited to rape, sexual assault, sexual battery and sexual coercion; or any similar act in violation of state or federal law or the Student Sexual Harassment and Violence Policy.

9. Rioting, aiding, abetting, encouraging, participating in or inciting a riot. Failing to disperse at the direct request of police or University officials.

10. Failure to comply with the verbal or written directions of any University officials or law enforcement officers acting in the performance of their duties and in the scope of their employment, or resisting police officers while acting in the performance of their duties, including failure to identify oneself to those persons when requested to do so.

11. Attempted or actual theft of, damage to, use of, or possession of other persons' or University property or identity or unauthorized use of such; unauthorized entry, use, or occupation of University facilities, property, or vehicles; or unauthorized possession, duplication, or use of University keys or access devices.

12. Illegal use or possession on University property of firearms or simulated weapons; other weapons such as blades larger than pocket knives; ammunition or explosives; dangerous chemicals; substances, or materials; or bombs, or incendiary devices prohibited by law. Use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others. Weapons for sporting purposes shall be stored with the University Police, if such service is available.

13. Violations of any rules, contracts, or agreements governing residence in or use of University owned or controlled property, and athletic or other authorized special events. Violation of any University policy, rule, or regulation, which is published in hard copy or available electronically on the University website.

14. Unauthorized soliciting or selling in violation of the University solicitation policy.

15. Evidence of a violation or conviction of any federal or state law or local ordinance, when supported through the conduct process.

16. Use, possession, manufacturing, or distribution of alcoholic beverages except as expressly permitted by law or University policy. Alcoholic beverages may not be used by, possessed by, or distributed to any person under twenty one (21) years of age.

17. Use, possession, manufacturing, or distribution of illegal drugs, including but not limited to marijuana, narcotics, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin,

designer drugs such as Ecstasy and GHB, or other controlled substances are prohibited. Use or possession of prescription drugs other than for the person prescribed, or for use other than the prescribed purpose are prohibited. Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use illegal drugs are prohibited.

18. Abuse of computer facilities or technological resources including but not limited to: unauthorized entry to, or use of computers, access codes, telephones and identifications belonging to the University or other members of the University community; unauthorized entry to a file to use, read, transfer, or change the contents, or for any other purpose; interfering or disrupting the work of any University member; sending abusive or obscene messages or images; disrupting the normal operation of the University computing systems; violating copyright laws; or any other violation of the University computer use policy.

19. Abuse of the Student Conduct System including failure to obey the notice to appear for a meeting or hearing; falsification, distortion, or misrepresentation of information; disruption or interference with the orderly conduct of a hearing; failure to comply with any requirements involving no contact with Complainants or witnesses or limitations related to access to specific facilities; harassment or intimidation of any person involved in a conduct proceeding; failure to comply with disciplinary sanctions or requirements.

20. Assisting, conspiring, or inciting others to commit any act of misconduct set forth in 1 through 19 above.

NOTE: CSU students and employees should understand that possessing, using or selling marijuana in any form is prohibited on campus and during University activities. Amendment 64 legalizes certain activities related to marijuana under Colorado law, yet Amendment 64 specifically authorizes the University - as a school and an employer - to prohibit the possession and use of marijuana. In addition, although Amendment 64 passed in Colorado, the possession and use of marijuana is still prohibited under federal law. As a federally controlled substance, the use and possession of marijuana on campus is prohibited by CSU policy and the CSU Student Conduct Code.

Process for Addressing Student Concerns - 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 insure 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, *Students' Responsibilities*.

Any student or faculty 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 he/she 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 faculty. 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 faculty play a major role in evaluating the performance of students, there is an inherent power difference between faculty and students. Faculty 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 faculty 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 faculty member about this situation within no more than 10 working days of the incident/event. Because a power differential exists between students and faculty, the student may wish to have another person accompany him/her if there is a face-to-face discussion.

IV. The Formal Grievance Procedure

If the informal communication with the faculty members 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 faculty 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 faculty member, the committee will appoint a grievance hearing committee composed of three faculty 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 her/his choice who can support the student or faculty member's position. In order to maintain confidentiality in the process, and yet to insure 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.

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[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.

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, s/he 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, s/he 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

Section IV

APPENDICES

APPENDIX A: EPAS

Educational Policy and Accreditation Standards Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

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For the complete Accreditation Standards go to the CSWE website on Accreditation and Handbook.

APPENDIX B: BSW CURRICULUM COMPETENCIES AND PRACTICE BEHAVIORS

EDUCATIONAL POLICY 2.1.1 IDENTIFY AS A SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY

Practice Behaviors and Roles – Social workers serve as representatives of the profession, its mission, and its values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

BSW social work education prepares students to:

- 2.1.1a Advocate for client access to services of social work;
- 2.1.1b Practice personal reflection and self-correction to assure continual professional development;
- 2.1.1c Attend to professional roles and boundaries;
- 2.1.1d Demonstrate professional demeanor in behavior, appearance, and communication;
- 2.1.1e Engage in career-long learning; and
- 2.1.1f Use supervision and consultation.

EDUCATIONAL POLICY 2.1.2 APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

Practice Behaviors and Roles – Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant laws.

BSW social work education prepares students to

- 2.1.2a Recognize and manage personal values in a way that allows professional values to guide practice;
- 2.1.2b Make ethical decisions by apply standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASOWK Ethics in Social Work, Statement of Principles;
- 2.1.2c Tolerate ambiguity in resolving ethical conflicts; and Apply strategies of ethical reasoning to arrive at principled decisions.

EDUCATIONAL POLICY 2.1.3 APPLY CRITICAL THINKING TO INFORM AND COMMUUNICATE PROFESSIONAL JUDGEMENTS

Practice Behaviors and Roles – Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. The use of critical thinking is augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

BSW social work education prepares students to

- 2.1.3a Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom;
- 2.2.3b Analyze models of assessment, prevention, intervention, and evaluation; and

2.1.3c Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

EDUCATIONAL POLICY 2.1.4 ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Practice Behaviors and Roles – Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim.

BSW social work education prepares students to

2.1.4a Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

2.1.4b Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

2.1.4c Recognize and communicate their understanding of the importance of difference in shaping life experiences; and

2.1.4d View themselves as learners and engage those with whom they work as informants.

EDUCATIONAL POLICY 2.1.5 ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE

Practice Behaviors and Roles – Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Understand the forms and mechanisms of oppression and discrimination.

BSW social work education prepares students to

2.1.5a Advocate for human rights and social and economic justice; and

2.1.5b Engage in practices that advance social and economic justice.

EDUCATIONAL POLICY 2.1.6 ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

Practice Behaviors and Roles – Social workers use practice experience to inform research, employ evidence=based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

BSW social work education prepares students to

2.1.6a Use practice experience to inform scientific enquiry; and

2.1.6b Use research evidence to inform practice.

EDUCATIONAL POLICY 2.1.7 APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Practice Behaviors and Roles – Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

BSW social work education prepares students to

2.1.7a Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and

2.1.7b Critique and apply knowledge to understand person and environment.

EDUCATIONAL POLICY 2.1.8 ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES

Practice Behaviors and Roles – Social workers understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.

BSW social work education prepares students to

2.1.8a Analyze, formulate, and advocate for policies that advance social well-being; and

2.1.8b Collaborate with colleagues and clients for effective policy action.

EDUCATIONAL POLICY 2.1.9 RESPOND TO CONTEXTS THAT SHAPE PRACTICE

Practice Behaviors and Roles – Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

BSW social work education prepares students to

2.1.9a Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and

2.1.9b Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

EDUCATIONAL POLICY 2.1.10 (a)-(d) – ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES.

Practice Behaviors and Roles – Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) – Engagement

BSW social work education prepares students to

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- Use empathy and other interpersonal skills; and
- Develop a mutually agreed-on focus of work and desired outcomes.

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Educational Policy 2.1.10(b) – Assessment and Planning

BSW social work education prepares students to

- Collect, organize, and interpret client data;
- Assess client strengths and limitations;
- Develop mutually agreed-on intervention goals and objectives; and
- Select appropriate intervention strategies.

Educational Policy 2.1.10(c) - Intervention

BSW social work education prepares students to

- Initiate actions to achieve organizational goals;
- Implement prevention interventions that enhance client capacities;
- Help clients resolve problems;
- Negotiate, mediate, and advocate for clients; and
- Facilitate transitions and endings.

Educational Policy 2.1.10 (d) – Evaluation

BSW social work education prepares students to

- Social workers critically analyze, monitor, and evaluate interventions.

APPENDIX C: Faculty and Staff Information

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Steven	Baldwin	infsgt@rams.colostate.edu	
Leah	Barrett	leahbarrett1@me.com	970-481-0972
Daniel	Bennett	dbntt1@gmail.com	970-402-6604
Manuel	Carrillo	manuelcarrillo@comcast.net	303-263-5747
Rochelle	Galey	r_galey@hotmail.com	720-273-3464
John	Gandy	John.Gandy@ColoState.EDU	970 556 9721
Joni	Handran	jonihandran@yahoo.com	720-261-7042
Helen	Holmquist-Johnson	helen.holmquist-johnson@colostate.edu	970-491-0888
John	Kefalas	john.kefalas@colostate.edu	720-254-7598
Chris	Leck	Christopher.Leck@ColoState.EDU	970-493-9108
Sandra	Lee	sandra.Lee@Colostate.edu	970-800-1500
Annetta	Niesent	annettalucinda@gmail.com	970-481-3854
Laurel	Rondeau	laur00024@yahoo.com	970-420-5467
Shari	Simmons	sharisimmons@comcast.net	970-402-6536
Jonathan	Singer	repsinger@gmail.com	303-0875 4727
Andrew	Tidrick	andrew@andrewtidricklcsw.com	970 818 9332, x7
Mindy	VanKalsbeek	mindyvk@yahoo.com	
Neomi	Vin-Raviv	nvinraviv@gmail.com	
Danielle	Willis	Danielle.Willis@colostate.edu	970-290-6167
John	Ashby	jhakma@msn.com	970-222-2693

School of Social Work Office

The social work office is located in 127 Education Building and is open from 7:45 a.m. - 4:45 p.m. during the academic year and from 7:30 a.m. - 4:30 p.m. during the summer.

The faculty mailboxes are located in Education 127. Feel free to use these boxes to leave messages for your professors, books, etc.

Office Staff

Karmen Kelly, Professional/Individual Contributor II
Financial Officer, Payroll, Website management, Pcard processing.
karmen.kelly@colostate.edu

Tim Frank, Administrative Assistant III
MSW Program Coordinator, MSW Admissions, MSW Student Records, Communications Coordinator
timothy.frank@colostate.edu

Keli Murray, Administrative Assistant III
Faculty support, curriculum support, distance field education, CLOE support.
keli.murray@colostate.edu

Michele Scalva, Administrative II
Reception, communications, copies, class support
Michele.scalva@colostate.edu

Joyce Takacs, Administrative Assistant III
Office manager, BSW Student Records, class scheduling, registration, field education.
joyce.takacs@colostate.edu

Patti Uman, Administrative Assistant II
PhD Program Administration, Faculty support
patti.uman@colostate.edu

Appendix D: Faculty and Staff Contact Information

School of Social Work - Colorado State University
127 Education Building
Fort Collins, Colorado 80523-1586
(970) 491-6612 (office) - (970) 491-7280 (fax)
http://www.ssw.chhs.colostate.edu/

FACULTY & STAFF	Office Phone (970)	RM	Title	EMAIL
Barrett, Leah		5	Instructor	leah.barrett@colostate.edu
Beachy-Quick, Kristy	491-5511	BSB A104	Research Assoc	kristy.beachy-quick@colostate.edu
Bennett, Daniel	402-6604		Instructor	dbntt1@gmail.com
Bishop, Pam	491-7943	10	Instructor	pamela.bishop@colostate.edu
Buchan, Vicky	491-5211	134A	Program Dir, PhD	victoria.buchan@colostate.edu
Carraher, Mary	491-3297	22	MSW Dist Field Coord	mary.carraher@colostate.edu
Carrillo, Manuel		6	Instructor	manuel.carrillo@colostate.edu
Casado, Banghwa	491-4697	117	Associate Professor	banghwa.casado@colostate.edu
Choi, Eunhee	491-7854	116	Asst Prof	eunhee.choi@colostate.edu
CLOE (general contact)	491-0996	23	CLOE	distancemsw@colostate.edu
Davis, Liz	491-3433	25	Field Coord	liz.davis@colostate.edu
Farrel, Dorothy	491-0996	23	Asst Prof, Dir CLOE	dorothy.farrel@colostate.edu
Frank, Tim	491-2536	129	MSW Coord & Comm	timothy.frank@colostate.edu
Gaines, Dana	491-7183	123	Key Advisor	dana.gaines@colostate.edu
Galey, Rochelle		5	Instructor	rochelle.galey@colostate.edu
Gandy, John		5	Instructor	john.gandy@colostate.edu
HABIC / Granger, Georgia	491-2776	24	HABIC	ben.granger@colostate.edu
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Handran, Joni		6	Instructor	jonihandran@yahoo.com
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Hughes, Shannon	491-5654	119	Asst Prof	shannon.hughes@colostate.edu
Kaufman, Lauren / HABIC	491-2776	24	HABIC	lauren.kaufman@colostate.edu
Kefalas, John		6	Instructor	john.kefalas@colostate.edu
Kelly, Karmen	491-7167	132	Financial Officer	karmen.kelly@colostate.edu
Leck, Christopher	491-5647	AYL 235	Instructor	christopher.leck@colostate.edu
Lee, Sandy		127	Instructor	sandra.lee@colostate.edu
Marie, Jasmine			HABIC	jasmine.marie@colostate.edu
Miles, Brenda	491-2314	121	Program Dir, BSW	brenda.miles@colostate.edu
Murray, Keli	491-6203	12	MSW Distance Coord	keli.murray@colostate.edu
Niesent, Annetta			Instructor	annetta.niesent@judicial.state.co.us
Orsi, Becky	491-7237	BSB A106	Researcg Sci	becky.orsi@colostate.edu
Perkins, Mark		14	Research Fellow	maperk@lamar.colostate.edu
Portz, Jennifer	491-4045	131	Asst Prof	jennifer.portz@colostate.edu

Quijano, Louise	491-7448	135	Program Dir, MSW	louise.quijano@colostate.edu
Riep, Amy	491-5856	115	BSW Field Coord	amy.riep@colostate.edu
Rondeau, Laurel		6	Instructor	laurel.rondeau@colostate.edu
Scalva, Michele	491-6612	127	Front Office Admin	michele.scalva@colostate.edu
Scott, Malcolm	491-5818	138	Asst Prof	malcolm.scott@colostate.edu
Sheafor, Brad (Emeritus)		127	Emeritus	bradford.sheafor@colostate.edu
Shillington, Audrey	491-2378	137	Director, SOSW	audrey.shillington@colostate.edu
Simmons, Shari		127	Instructor	shari.simmons@colostate.edu
Singer, Jonathan		127	Instructor	repsinger@gmail.com
Takacs, Joyce	491-6613	125	Office Manager	joyce.takacs@colostate.edu
Tidrick, Andrew		6	Instructor	andrew.tidrick@colostate.edu
Tungate, Sue	491-4695	136	Dir Field Ed	susan.tungate@colostate.edu
Uman, Patti	491-1912	134	PhD Coord	patti.uman@colostate.edu
Vogt, Aaron		127	Instructor	avogt@psdschools.org
Willis, Danielle		5	Instructor	danielle.willis@colostate.edu
Winokur, Marc / SWRC	491-0885	BSB A107	Dir Research Ctr	marc.winokur@colostate.edu
Yuma, Paula	491-1906	118		paula.yuma@colostate.edu
Zamzow, Marie Villescas	491-3120	133	Inst & Advisor	marie.villescas@colostate.edu

School of Social Work Centers

Center for Life-long Learning & Outreached Education (CLOE)
Director: Dorothy Farrel

Human Services Assessment Project (HSAP)
Director: Malcolm Scott

Human Animal Bond in Colorado (HABIC)
Director: Georgia Granger

High Plains/ Intermountain Center for Agricultural Health and Safety (HICAHS)
Contact: Vicky Buchan

Research Center
Director: Marc Winoker

Appendix E: PROGRESS SHEET FOR SOCIAL WORK MAJORS

PROGRESS SHEET FOR SOCIAL WORK MAJORS

Effective Fall 2012

Name _____ **Adviser** _____ **Year Entered** _____

All-University Core Curriculum (AUCC):

Category 1: Basic Competencies (6 credits)

A) Intermediate Writing: (3 credits) CO 150 _____

B) Mathematics: Select any 3 credits in Math from AUCC Category 1B list.
Recommended: MATH101 _____, MATH105 _____. _____ _____ _____

Category 2: Advanced Writing (3 credits)

This option must be chosen by all students who are newly enrolled, first-time college students after July 1, 2008.

CO 300_____, CO 301 A-D_____, CO 302_____, JTC 300_____.

Category 3: Foundations and Perspectives

A) Biological/Physical Sciences: (7credits, including laboratory)

Course	Credits	Grade
ANTH120	3	_____
ANTH121 (recommended)	1	_____
Or		
BZ 110	3	_____
BZ 111	1	_____

Any other 3-credit course from AUCC Category 3A list.

Course	Credits	Grade
_____	_____	_____

B) Arts/Humanities:* (6 credits) (No more than 3 credits of intermediate foreign languages may be used toward this category) _____, _____

C) Social/Behavioral Science:* (3 credits) _____

D) Historical Perspectives:* (3 credits) _____

E) Global and Cultural Awareness:* (3 credits) _____

*** Select from AUCC list in appropriate category.**

TOTAL CREDITS: 120 credits required for graduation; 42 credits must be at the 300-400 level (of these 42 credits, 30 must be taken at CSU). Note that required SOWK prefix courses and 6 required upper-division behavioral and social science credits, along with AUCC Category 2 requirement total 40 upper-division credits. An additional 2 upper-division credits are required.

Required 2 upper-division (300 and above) elective credits.

Course	Credits	Grade
_____	_____	_____

SOCIAL WORK CURRICULUM: Required SOWK prefix courses must be taken in one of three suggested sequences. Please refer to "Suggested Sequence of Social Work Courses and Prerequisites." Completion of these courses requires a

minimum of 4 semesters with fall admission and 5 semesters with spring admission. Students must maintain an overall 2.0 GPA, and a 2.5 GPA with no grade less than "C" in any required social work course. (See description of the major in social work in the General Catalog.)

School of Social Work Requirements:

Course	Credits	Grade	Course	Credits	Grade
SOWK150	3		SOWK340	3	
SOWK233	3		SOWK341	3	
SOWK286A	3		SOWK342*	3	
SOWK286B	3		SOWK410*	3	
Progression Date			SOWK488	10	
SOWK300	3		SOWK492*	3	
SOWK330	3				

Additional School Requirements:

A statistics course.

Course	Credits	Grade

A biology course (ANTH120/121 or BZ110/111 recommended). Course may also be used to fulfill AUCC Category 3A. Additionally acceptable – LIFE102 or BZ101

Course	Credits	Grade

A course in economics or political science. Course may also be used to fulfill AUCC Categories 3C or 3E.

Course	Credits	Grade

Arts and Humanities: (3 credits) Select 3 additional credits from AUCC Category 3B list. With adviser approval, selected courses from the following departments may also be included: Art, Dance, English, Ethnic Studies**, Honors, Language, Music, Philosophy, Speech Communication, and Theater.

Course	Credits	Grade

Health and Wellness: (2 or 3 credits) Select from the following: FSHN125, FSHN150, HES145, MIP149, PHIL130, or PSY228.

Course	Credits	Grade

Behavioral and Social Sciences: (15 credits)

Course	Credits	Grade
SOC100***	3	
Or		
SOC105***	3	
HDFS101***	3	
PSY100***	3	

Upper Division Behavioral and Social Sciences: (6 credits) Required 6 upper-division credits (300 and above). With approval of adviser, select from the following departments: Anthropology, Economics, Ethnic Studies**, History, Human Development, Political Science, Psychology, and Sociology (except SOC311, HDFS350).

Course	Credits	Grade

* These courses fulfill AUCC Category 4 - Depth and Integration requirement.
** See School of Social Work list
*** These courses may also be used to fulfill the AUCC Category 3C requirement.

Electives:

Appendix F: Additional Information

Additional Resources

Academic Advancement Center (AAC)/Student Support Services (SSS)
Academic support for first-generation college students, low income, and students with disabilities
117 Gibbons, 491-6129

Academic Computing and Networking Services (ACNS)
Provides assistance for problems and questions with email and eID and instructions for forwarding Rams email to an address you will use
First Floor Morgan Library, 491-7276

Academic Department: Academic advising
See CASA's "Colorado State University Majors by Interest Areas

Skills workshops- See TILT

Admissions Ambassador
A paid job with responsibilities including campus tours for prospective students and their families, college fairs, high school visits and various visitation programs on campus.
Colorado State University Welcome Center, Ammons Hall, 491-6909

Adult Learner and Veteran Services
Assist with the transition of veterans and adult students to campus life
195 Lory Student Center, 491-3977

Advocacy Offices: see Student Diversity Programs and Services

AGEP- Colorado Alliance for Graduate Education & Professoriate
A resource through CSU Graduate School's Graduate Center for Diversity and Access that includes initiatives for students historically underrepresented in science, technology, engineering, and mathematics (STEM) disciplines.
204 Student Services, 491-7507

Arts and Sciences Tutoring in the Great Hall
Free tutorial for many math, science and liberal arts courses
Great Hall, 2"d floor, TILT Building, 491-5365

Asian/Pacific American Cultural Center (APACC)
Supports the matriculation, retention, and graduation of Asian/Pacific American Students
Lory Student Center, 491-6154

Assistive Technology Resource Center (ATRC)
Ensures equal access to technology and electronic information for Colorado State University with disabilities as defined by the Americans with Disabilities Act and Sections 504 and 508 of the Rehabilitation Act., 304 Occupational Therapy Building, 491-6258

Associated Students of Colorado State University (ASCSU)
CSU Student Government
Lory Student Center, 491-5931

Association for Student Activity Programming (ASAP)
Provides and sponsors educational and entertainment programs for all students
Lower level, Lory Student Center, 491-2727

Black/African American Cultural Center (BAACC)
Provides support and encouragement to African American students for their academic, professional, cultural, and personal development
Lory Student Center, 491-5781

Business Diversity and Leadership Alliance (BDLA)
A student organization for Business majors that offers opportunities for community, service, and leadership, with a focus on diversity and social justice issues. 491-6134

Campus Activities
Lory Student Center, 491-6626

Campus Recreation
Provides services for fitness, wellness, Club Sports, physical therapy, & recreation
Student Recreation Center, 491-6359

Career Center
Assists students and alumni in their exploration of academic majors and professional opportunities
Lory Student Center, 491-5707, Walk in career counseling, M-F 8:30am to 4:30pm

Center for Advising and Student Achievement (CASA)
Located at 121 TILT Bldg
First Generation Award/Daniels Scholars/Puksta Scholars, Reisher Scholars 491-4311 (Barb)
Undeclared Advising, 491-7095
Health Professions Advising, 491-7095
Outreach and Support Programs/Fostering Success Program, 491-7095

Located at Aylesworth Hall, 2"d Floor NE Wing
Key Learning Communities/491-3658
Orientation and Transition Programs/491-6011

College of Agricultural Sciences
Dean's office, 121 Shepardson, 491-6272

College of Health and Human Sciences
Dean's office, 217 Gibbons, 491-6331

College of Business
Dean's office, 125 Rockwell Ha11, 491-6471

College of Engineering

Dean's office, 202 Engineering, 491-3366

College of Liberal Arts

Dean's office, C138 Clark, 491-5421

Warner College of Natural Resources

Dean's office, 101 Natural Resources, 491-6675

College of Natural Sciences

Dean's office, 117 Statistics, 491-1300
Retention Programs: Arlene Nededog 491-2036

College of Veterinary Medicine and Biomedical Sciences

Dean's office, W102 Anatomy/Zoology, 491-7051

Computer Labs

The College of Applied Human Sciences' computer labs are located in Room 220 Education Building, Room 317 Gifford Building, and Room 212D Moby. Social work students primarily use Room 220 Education. It is equipped with IBM compatible micros, and utilizes Microsoft Windows.

Free College Software packages:
As a student in the College of Health and Human Sciences, you are offered a number of free software and licenses packages for your personal computer. Click here to find out how to install the software on your computers. You can also call the CHHS Helpdesk at 970 491-3458. Accessing other software using your personal computer can also be done with Citrix.

Conflict Resolution and Student Conduct Services

Provides facilitated conversations between willing parties of students and/or faculty/staff who are in conflict, 325 Aylesworth Hall NW, 491-7165

Counsel on Social Work Education (CSWE)

CSWE is a nonprofit national association representing individuals, graduate and undergraduate programs of professional social work education. This partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in this country.
Accreditation Standards
Handbook

CSU Health Network

Hartshorn Health Services

Provides medical and psychological care and health education. 491-7121.

123 Aylesworth Hall (North wing, 1st floor)
Counseling Services

Provides support through individual and group programs to help students cope with personal and academic difficulties. This includes alcohol & drug treatment and educational programming. 491-6053

Learning Assistance Program
Provides assistance to students experiencing academic performance problems, including attention and/or learning difficulties. 491-6053

Stress Management and Biofeedback Program
Enables students to learn the skills necessary to relieve the negative consequences of stress. 491-6053

Drugs and Alcohol Programs
Designed to meet the needs of students who are facing issues related to alcohol and drug use
239 Aylesworth Hall NW, 491-4693

Division of Student Affairs
Oversees services and programs that engage students in their academic and personal development
201 Administration Bldg, 491-5312

Educational Opportunity Center (EOC)
First generation college students can receive FAFSA and scholarship search assistance
1405 S. College Avenue, 491-2521

El Centro
Serves and supports Chicano/ Latina students and provides a comfortable atmosphere in which students feel appreciated and safe.
Lory Student Center, 491-5722

Ethnic Studies Department
The Department offers an Ethnic Studies interdepartmental Liberal Arts Major, a Major or Minor in Ethnic Studies, and a Master of Arts degree. Faculty and staff are especially committed to nurturing civic-minded and culturally informed students who strive to strengthen the communities in which they reside by working towards meaningful changes in public policy and social life.
357 Aylesworth Hall SE, 491-2418,

Gay, Lesbian, Bisexual, and Transgender Resource Center (GLBTRC)
Provides support services, programs, and a safe gathering space for Gay, Lesbian, Bisexual, and Transgender students, along with other sexual minorities.
Lory Student Center, 491-4342

Graduate Center for Diversity and Access
Provides activities and programs that prepare diverse students as strong candidates for graduate school.
108 Student Services, 970-491-3702

Greek Life
Lory Student Center, 491-0966

GUIDE - Gaining Understanding through Involvement, Diversity and Education

Provides resources for leadership development, diversity, and social and passive programming
Palmer Center, 491-4701

International Programs

Brings an international perspective to all facets of University activity
Laurel Ha11, 491-5917

- Study Abroad
- International Student and Scholar Services

Library (Morgan Library)

Morgan Library, 491-1842
CSU Libraries Help Desk provides both research (Ph. 970-491-1841) and technical (Ph. 970-491-7276) support. Merinda McLure is the librarian supporting the School of Social Work. She is available at 970-491-7175, merinda.mclure@colostate.edu, or you can drop by during her office hours. Find her weekly open (drop-by) office hours. Meet Merinda (1 min video).

Lory Student Center- Information Desk

General campus information
Lory Student Center main level, 491-6444

MANNRS

Minorities in Agriculture, Natural Resources, and Related Sciences, is a national society that welcomes membership of people of all racial and ethnic group participation in agricultural and related sciences careers. Ruben Flores (Agricultural Sciences) 491-4624 or Ethan Billingsley (Warner College of Natural Resources), 491-4994

Mathematics

PACe (Paced Algebra to Calculus electronically) Free tutoring and math resource library
136 Weber, 491-5761

National Association of Social Workers (NASW)

NASW is a professional association for social workers that establishes standards for practice, monitors practice trends, drafts legislation, lobbies the legislature, and disseminates information on state regulations, personnel practices, salaries, and jobs. Membership in NASW also allows social workers to join the Academy of Certified Social Workers, a certification program.

Student membership is open to any student currently enrolled in a CSWE-accredited program. CSU social work students are encouraged to join the professional organization, the National Association of Social Workers. The NASW National Office may be reached at 1-800-638-8799. The Colorado Chapter of NASW may be reached toll free at 1-888-595-6279. Student rates are $40.00 per year and include the following benefits:

- A subscription to Social Work: The Journal of the NASW;
- A subscription to NASW News – reporting on issues of interest from NASW, state chapter of NASW, and on national and state political concern;
- Eligibility to purchase professional liability, health, life, and other types of insurance for social workers;

- Conferences at the state, regional, and national levels;
- Opportunities for participation on committees designed to further the goals of the social work professional; and
- State newsletters notifying members of local news and workshops of interest to social workers.

NASW, Colorado Chapter
2345 S Federal Boulevard, Suite 200, Denver, Colorado 80219
phone: 303-753-8890; fax: 303-753-8891
e-mail admin@naswco.org
Code of Ethics
Membership

Native American Cultural Center (NACC)
Ensures a successful educational experience for Native American students
Lory Student Center, 491-1332

Off Campus Life
Provides services to meet the diverse needs of off-campus, Lory Student Center, 491-2248

RamLink
CSU Organization Directory

Records and Registration (Registrar's office)
Registration holds, changing personal information, academic/graduation records, University academic policies, 100 Centennial Hall, 491-4860

Residence Hall Association (RHA)
Supports the needs and desires of the residential community through education and information
Aspen Hall D122, 491-1888

Resources for Disabled Students (RDS)
Provides services and accommodations to ensure students with disabilities are afforded equal access to all University programs and activities
100 General Services, 491-6385

Safety- Notifications and information
A campus wide communications network for safety precautions and emergency notifications

Social Work License Map
A simple guide to social work licensure that clarifies the steps needed to become a social worker in your state.

Society for the Advancement of Chicanos Native Americans in Science (SACNAS)
Connects people from ALL racial, ethnic, & professional backgrounds who are passionate about working with diverse populations in the science and engineering fields.

Science and Mathematics Tutorial Hall (See Tutorial Hall @ TILT)

Stress Management services (see CSU Health Network)
Enables students to learn the skills necessary to relieve the negative consequences of stress
123 Aylesworth NW, 491-5825

Student Alumni Connection (SAC)
Organization dedicated to keeping RAM Pride alive and to raise awareness of the Alumni Association CSU Alumni Center, 1301 S College Ave, 491-5893

Students as Leaders in Science (SLS)
An organization that provides undergraduate students with academic excellence and leadership opportunities to excel in the field of science by through planning and participation of various programs.

Student Diversity Programs and Services
Provide direct service and programs that foster cultural awareness and multicultural education on campus and in the community.
Diversity
Asian/Pacific American Cultural Center (AlPACC)
Black/African American Cultural Center (BAACC) El Centro
Gay, Lesbian, Bisexual, and Transgender Resource Center (GLBTRC)
Native American Cultural Center (NACC)
Resources for Disabled Students (RDS)
Women and Gender Advocacy Center (WGAC)

Student Employment Services
Assists students in securing employment while they are in school
103 Centennial Hall, 491-5714

Student Financial Services (Financial Aid Office)
Provides students and their families with information on financial aid and other financial services
103 Centennial Hall, 491-6321

Student Leadership, Involvement, and Community Engagement (SLiCE)
Coordinates and facilitates service opportunities for students, faculty, and staff by establishing partnerships with local, regional, and global communities
Lory Student Center, 491-1682

Student Legal Services
Allows full time students access to affordable legal assistance; office is student fee funded and staffed by licensed attorneys Lory Student Center, 491-1482

Student Organizations

Study Abroad (See also International Programs)
Laurel Hall, 491-5917

Study Areas

The reading room, otherwise known as the student lounge, is located in Room 19 Education Building (in the basement). This room is furnished with a refrigerator and micro wave by social work students and is available for you to use to study and eat lunch. Also, you can reserve study areas at the library.

Summer Session

Provides students an opportunity to further their academic career, lighten their course loads during the fall and spring, improve their GPAs and take advantage of the compressed terms.
491-1590

TILT The Institute for Learning and Teaching

801 Oval Drive, NW corner of the oval, 491-3132

Office for Undergraduate Research and Artistry (OURA)
Office of Nationally Competitive Scholarship Programs
Office of Service Learning
Learning Programs including:
Academic Skills Workshops
(Schedule updated by 2nd week of the semester)
Academic Coaching-to schedule an appointment, please contact Christie Yeadon, Christie.yeadon@ colostate.edu or call 491-2519.

Tutoring

General tutoring information
Arts and Sciences Tutoring in the Great Hall

Women and Minorities in Engineering (WMEP)

Recruitment and retention program designed to promote engineering excellence through diversity
Room 102 Engineering Bldg, 491-4357

Women and Gender Advocacy Center (formerly known as Women's Programs)

Provides information, services, and programs with women and gender as the focus
112 Student Services Bldg, 491-6384

Women's Studies- now known as: Center for Women's Studies and Gender Research (WSGR)

Provides an interdisciplinary program that prepares individuals for the needs and opportunities of an increasingly interconnected and interdependent world. Advising for students pursuing Women's Studies as a minor or concentration is provided by Dr. Irene Vernon, chair of the Department of Ethnic Studies. Appointments to meet with Dr. Vernon must be made by calling the Department at (970) 491-2418.

Writing Center

Supports writers and teachers of writing inside and outside the CSU community
Eddy Hall Room 6, 491-0222
See website for Morgan Library Hours

Writing@CSU

An online learning environment that assists students in their writing skills, allows students to save work in a private password-protected account, and get feedback on their writing.

Miscellaneous RESOURCES: Campus and Community

Coloradoan newspaper- employment leads: newsstands, Library
Consumer Credit Counseling Services -budgeting help, debt management, 1247 Riverside, 229-0695
Hillel-Hillel is the center of Jewish Campus Life, 720 W Laurel St, 224-4246 www.hillel.org
Larimer County Workforce Center-employment search: 498-6600, http://larimerworkforce.org/
Planned Parenthood- family planning: 825 S. Shields Suites 6 & 7, 493-0281
Faith communities, see RamLink

Appendix G:

SOCIAL WORKERS
Job Outlook Information from
Occupational Outlook Handbook
United States Department of Labor
Bureau of Labor Statistics

Updated January 8, 2014

Summary

Social workers help people in every stage of life cope with challenges, such as being diagnosed with a terminal illness.

Quick Facts: Social Workers	
2012 Median Pay	$44,200 per year $21.24 per hour
Entry-Level Education	For more information see: http://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-4
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2012	607,300
Job Outlook, 2012-22	19% (Faster than average)
Employment Change, 2012-22	114,100

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 who need help
- Assess clients' needs, situations, strengths, and support networks to determine goals
- Develop plans to improve their clients' well-being
- Help clients adjust to changes and challenges in their lives, such as illness, divorce, or unemployment
- Research and refer clients to community resources, such as food stamps, child care, and health care
- Help clients work with government agencies to apply for and receive benefits such as Medicare
- Respond to crisis situations such as child abuse
- Advocate for and help clients get resources that would improve their well-being
- Follow up with clients to ensure that their situations have improved
- Evaluate services provided to ensure that they are effective

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.

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 parents find services, such as child care, 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 get families back together. Clinical social workers provide mental health care to help children and families cope with changes in their lives, such as divorce or other family problems.

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.

Many clinical social workers work in private practice. In these settings, clinical social workers have administrative and recordkeeping tasks such as working with insurance companies 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 health care. 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 health care. In some cases, they 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 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 followup 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 or 12-step programs, to help clients cope with their illness. Many clinical social workers function in these roles as well.

Work Environment

Social workers held about 607,300 jobs in 2012. They work in the following settings:

- Hospitals, primary care settings, and clinics, including veterans clinics
- Nursing homes
- Community 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

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.

The industries that employed the most child, family, and school social workers in 2012 were as follows:

State and local government, excluding education and hospitals	41%
Health care and social assistance	36
Educational services; state, local, and private	15
Religious, grantmaking, civic, professional, and similar organizations	5

The industries that employed the most healthcare social workers in 2012 were as follows:

Hospitals; state, local, and private	31%

Ambulatory health care services	21
Nursing and residential care facilities	15
Social assistance	13

The industries that employed the most mental health substance abuse social workers in 2012 were as follows:

Ambulatory health care services	27%
Social assistance	21
Nursing and residential care facilities	15
Hospitals; state, local, and private	15

Work Schedules
Social workers generally work full time. They sometimes work evenings, weekends, and holidays to see clients or attend meetings.

How to Become a Social Worker
Although most social workers need a bachelor's degree in social work, clinical social workers must have a master's degree and two years of post-master experience in a supervised clinical setting. Clinical social workers must also be licensed in the state in which they practice.

Education
A bachelor's degree in social work (BSW) is the most common requirement for entry-level positions. However, some employers may hire workers who have a bachelor's degree in a related field, such as psychology or sociology.

A bachelor's degree in social work programs prepare students for direct-service positions such as caseworker or mental health assistant. These programs teach students about diverse populations, human behavior, and social welfare policy. All programs require students to complete supervised fieldwork or an internship.

Some positions, including those in schools and in health care, frequently require a master's degree in social work (MSW). For example, clinical social workers must have a master's degree in social work and two years of post-master experience in a supervised clinical setting.

A master's degree in social work generally takes 2 years to complete. However, some programs allow those with a bachelor's degree in social work to earn their master's degree in 1 year. Master's degree programs in social work prepare students for work in their chosen specialty by developing the skills to do clinical assessments, and take on supervisory duties. All programs require students to complete supervised practicum or an internship.

A bachelor's degree in social work is not required to enter a master's degree program in social work. A degree in almost any major is acceptable. However, courses in psychology, sociology, economics, and political science are recommended.

The Council on Social Work Education offers a Directory of Accredited Programs that lists all accredited bachelor's and master's degree programs.

Licenses, Certifications, and Registrations
All states have some type of licensure or certification requirement, which varies 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 usually requires a master's degree in social work and a minimum of 2 years or 3,000 hours 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. Most states also have licenses for nonclinical social workers. For more information about regulatory licensure board by state, contact the Association of Social Work Boards.

Important Qualities
***Compassion*.** Social workers often work with people who are in stressful and difficult situations. To develop strong relationships, they must have compassion and empathy for their clients.

***Interpersonal skills*.** Being able to work with different groups of people is essential for social workers. They need strong people skills to foster healthy and productive relationships with their clients and colleagues.

***Listening skills*.** Clients talk to social workers about challenges in their lives. To effectively help, social workers must be able to listen to and understand their clients' needs.

***Organizational skills*.** Helping and managing multiple clients, often assisting with their paperwork or documenting their treatment, requires good organizational skills.

***Problem-solving skills*.** Social workers need to develop practical and innovative solutions to their clients' problems.

***Time-management skills*.** Social workers often have many clients. They must effectively manage their time to provide adequate service to all of their clients.

Pay
The median annual wage for social workers was $44,200 in May 2012. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $27,450, and the top 10 percent earned more than $72,980.

The median annual wages for social workers in May 2012 were as follows:

- $54,560 for all other social workers
- $49,830 for healthcare social workers
- $41,530 for child, family, and school social workers
- $39,980 for mental health and substance abuse social workers

In May 2012, the median annual wages for child, family, and school social workers in the top four industries in which these professionals worked were as follows:

Educational services; state, local, and private	$54,590
State and local government, excluding education and hospitals	44,370
Health care and social assistance	36,130
Religious, grantmaking, civic, professional, and similar organizations	35,910

In May 2012, the median annual wages for healthcare social workers in the top four industries in which these professionals worked were as follows:

Hospitals; state, local, and private	$56,290
Ambulatory health care services	51,580
Nursing and residential care facilities	43,330
Social assistance	38,920

In May 2012, the median annual wages for mental health and substance abuse social workers in the top four industries in which these professionals worked were as follows:

Hospitals; state, local, and private	$47,880
Ambulatory health care services	39,840
Social assistance	37,170
Nursing and residential care facilities	34,950

Social workers generally work full time. They sometimes work evenings, weekends, and holidays to see clients or attend meetings.

Job Outlook

Overall employment of social workers is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Employment growth will be driven by increased demand for health care and social services, but will vary by specialty.

Employment of child, family, and school social workers is projected to grow 15 percent from 2012 to 2022, faster than the average for all occupations. Child and family social workers will be needed to work with families to strengthen parenting skills, prevent child abuse, and identify alternative homes for children who are unable to live with their biological families. In schools, more social workers will be needed due to rising student enrollments.

However, growth of this specialty may be limited by budget constraints at all levels of government. Specifically, the availability of federal, state, and local funding will be a major factor in determining the employment growth in schools.

Employment of healthcare social workers is projected to grow 27 percent from 2012 to 2022, much faster than the average for all occupations. As baby boomers age, they and their families will require help from social workers to find care, increasing the need for healthcare social workers.

Employment of mental health and substance abuse social workers is projected to grow 23 percent from 2012 to 2022, much faster than the average for all occupations. Employment will

grow as more people seek treatment for mental illness and substance use disorders. In addition, drug offenders are increasingly being sent to treatment programs rather than to jail. As a result, use of substance abuse treatment programs is expected to grow, increasing demand for these specialists.

Employment projections data for social workers, 2012-22

Occupational Title	SOC Code	Employment, 2012	Projected Employment, 2022	Change, 2012-22 Percent	Change, 2012-22 Numeric	Employment by Industry
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program						
Social workers	21-1020	607,300	721,500	19	114,100	[XLS]
Child, family, and school social workers	21-1021	285,700	328,800	15	43,100	[XLS]
Healthcare social workers	21-1022	146,200	185,500	27	39,200	[XLS]
Mental health and substance abuse social workers	21-1023	114,200	140,200	23	26,000	[XLS]
Social workers, all other	21-1029	61,200	67,000	9	5,800	[XLS]

Citation:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition,* Social Workers, on the Internet at http://www.bls.gov/ooh/community-and-social-service/social-workers.htm (visited *March 04, 2015*).

APPENDIX H: FAQs

Welcome to the School of Social Work at Colorado State University

Our goal is help you be successful in your education and future profession. This is a quick guide for finding information.

ADVISING

- **You will be assigned to Dana Gaines,** Dana.Gaines@colostate.edu **or Maria Villescas Zamzow,** marie.villescas@colostate.edu **as your advisor.**
- **Check RAMWeb to find your advisor's name or contact the social work office at 491-6612.**
- **Include your CSU ID number in all communications.**
- **Schedule an advising appointment at:** https://www.chhs.colostate.edu/sswadvising/ .
- You must meet with your advisor, either individually or in a group, once per semester.
- You are responsible for making sure that you meet all graduation requirements. The advisors are there to assist you. Please ask if you need help.

FREQUENTLY ASKED QUESTIONS

Is the School of Social Work (SOSW) Accredited? Yes, by the Council on Social Work Accreditation (CSWE) http://www.cswe.org

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. The application is distributed in SOWK 286 A and B. See: Progression and Student Performance in the BSW Handbook: http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx

Who is in charge of the program? The Director of the School of Social Work is Audrey Shillington. The Director of the BSW Program is Brenda Miles.

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 G, at: http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx .

How will I know if I will like social work? SOWK 150, Introduction to Social Work, offers a good overview of the profession of social work and helps students explore the major. Social Work 286 A & B are exciting courses, unique to the School of Social Work at Colorado State University. In two semesters of classes, you will learn from a community mentor who receives services from one of the various agencies in Northern Colorado. While SOWK 286 A and B can help you decide if social work is a good fit, you must have declared social work as a major to enroll in these courses.

Will I need a background check? Yes. The agency partners for SOWK 286A and B require background checks of students. In addition, most field placement agency for SOWK 488 also require background checks. Please speak with an advisor if you have any questions regarding the mandatory 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 experiences.

Can I have a double major with social work or a minor? Yes. You will need to meet with your advisor in both majors to plan your course work. Often students major in criminology, psychology, human development and family 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: http://www.registrar.colostate.edu/transfer-evaluation . You may get an unofficial transcript evaluation prior to transferring from the Student Transfer Center, http://admissions.colostate.edu/transferstudentcenterfortcollins. There are transfer guides for CSU and Colorado Community Colleges at http://www.registrar.colostate.edu/transfer-guides-for-colorado-students . Another resource is www.transferology.com .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.
http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx

How can I find a faculty member with expertise in my area of interest? See the School's web site: http://www.ssw.chhs.colostate.edu/faculty-staff/index.aspx or the BSW Handbook, Appendix C at: http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx **.**

How can I communicate with the School? The SOSW welcomes your ideas and feedback. All students are invited to a monthly forum, "Brown Bag with Faculty" or the Student Advisory Team, to discuss what they wish. There is also 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 SWA to find out who your representative is. The BSW director will also visit your classes.

Who do I contact for an override for a class? If it is a social work class, you may start with your advisor or the BSW program director.

Can my advisor 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 are getting **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 advisor.

How can I be involved with other social work students? **S**ocial Work in Action is a student organization run by social work students. It is open to any CSU student. SWA does service projects, has social gatherings, and discussions of current social issues. See Facebook

at: https://www.facebook.com/socialworkinaction or contact the faculty advisor, Dr. Malcolm Scott at Malcolm.Scott@colostate.edu. Phi Alpha Honor Society membership is open to social work students who have achieved sophomore status, completed nine or more semester hours of required social work courses, achieved an overall GPA of 3.0 on a 4.0 scale, and achieved a 3.25 GPA in required social work courses. Dr. Eunhee Choi is the faculty advisor at eunhee.choi@colostate.edu.

Is what I say in class or to my advisor 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 http://www.catalog.colostate.edu **.** The faculty also models NASW ethics in safeguarding client information. (See: NASW code of ethics at http://www.socialworkers.org/pubs/code/default.asp **).** 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 advisor. Detailed information is also in the CSU General Catalog at http://www.catalog.colostate.edu/ or from the registrar at http://www.catalog.colostate.edu/ **.**