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 with over 40 years for our BSW program and 30 years 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 Shillington, M.S.W., 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, M.S.S.W.
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
School of Social Work 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 (SOSW)
In the mid-1960s, the U.S. government initiated a program (administered by state social services agencies) to increase the supply of social workers by making funds available through Title XX of the Social Security Act (and predecessor legislation) designed to encourage universities to create baccalaureate-level social work education programs. Although Colorado State University (CSU) had previously offered a few social work courses in its Department of Sociology, these courses did not constitute a program that would prepare a graduate for social work practice. In 1968 the Colorado Department of Social Services and CSU entered an agreement to create a full baccalaureate social work major that would be housed in the Department of Sociology, delivered by a faculty of professional social workers, and funded with Title XX funds supporting 75% of the program costs. The agreement anticipated that the cost of operating the program would gradually shift to the university and by 1977 it would be fully funded by CSU. A total of 150 students initially declared the social work major, and the first graduating class received the BA in social work in 1971.

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

In 1976 an outreach innovation was introduced aimed primarily at assisting public social services workers to improve their competencies and credentials. Again making use of federal funds available through Title XX, a distance education program was developed, designed to help persons who
possessed baccalaureate degrees in other disciplines obtain a “second bachelor’s degree” in social work. Achieving this second bachelor’s degree also allowed these students to complete a master’s degree in social work in a reduced period of time (i.e., advanced standing) in many MSW programs throughout the United States.

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

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

Another major program innovation was approved by the Colorado Commission on Higher Education in 1990 when an alternative MSW program (with the University of Southern Colorado in Pueblo) was initiated. The University of Southern Colorado (USC), a sister university in the Colorado State University System, had by then achieved accreditation for its baccalaureate social work program and joined CSU in making the MSW accessible to students from the southern part of the state. The inclusion of USC in this social work education effort also was intended to recruit a more culturally diverse student body than is found in northern Colorado. Approval of this alternative program was granted by the Council on Social Work Education in 1992, and the first 23 students graduated in 1994. This effort became the Colorado State University System’s first cooperative program. In 2003, USC merged with CSU and is now named Colorado State University – Pueblo.

CSU School of Social Work further expanded its outreach efforts by admitting a cohort of 27 students living in the Western Slope to the MSW program in 1998. Students took their graduate courses in Grand Junction over a four-year period. The first Western Slope class earned MSW degrees in May 2002. The School of Social Work admitted a second cohort of Western Slope MSW students in fall 2003. These students graduated in May 2006. The first Colorado Springs Distance MSW cohort of students graduated in December 2008. The second cohort began in January 2009, and graduated in December of 2011. A third cohort was admitted in Colorado Springs in January 2012. In January 2010, the first Central Colorado MSW cohort was admitted. The Central MSW program was initiated in response to a growing demand for our weekend distance MSW from across the state of Colorado and
beyond. The Central cohort held classes in Thornton and graduated in December 2012. In January 2015
distance programs were converted to a hybrid model with much of the class experience offered in an
online format while two weekends per semester are required for face to face classroom experiences.
Currently the distance program is offered through three cohorts along the Front Range of Colorado.

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

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

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

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

In 2006, the Social Work Center for Lifelong Learning and Outreach Education (CLOE) was
established. The Center for 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: School of Social Work

The programs of the Colorado State University School of Social Work have reflected continuing responsiveness to the needs and interests of the region, the profession of social work, and the university. The School of Social Work is currently one of nine academic units in the College of Health and Human Sciences that make practical application of knowledge and skills to address the needs of people.
Vision
The School of Social Work will advance social, environmental, and economic justice, promote equity and equality, alleviate oppression, and enhance human health and well-being across local and global community systems.

School Mission
The School of Social Work provides exemplary education, applied research, and transformative outreach toward the accomplishment of our Vision.

Guiding Principles

1. The School stands for courageous and resolute adherence to professional ethics and values by honoring commitments and upholding the highest standards of academic and scientific integrity.

2. The School is committed to academic rigor, seeking to define and address emerging social challenges thru interdisciplinary collaboration and critical inquiry that inspires innovation.

3. The School respects, honors, and values individual differences and diverse ideas. Using a lens of intersectionality, each person is treated with dignity, care, and respect.

4. The School cultivates a trusting and transparent environment through inclusive planning and decision-making with full, accurate, and timely communication of information.

5. The School proactively responds to emerging trends and issues through social engagement and experiential learning, which are integrated in all aspects of our teaching, research, and service.

Core Values

1. Integrity
   a. Uncompromising adherence to professional ethics and principles
   b. Cultivating or demonstrating trust and honesty in how we relate to each other / in all encounters and situations
   c. Awareness of how we interact with one another as human beings – this means, to be honest, trust the good intentions of our colleagues, show up authentically
   d. The courage to stand where you’re standing and the tenacity to hold what you believe
   e. Professional and personal

2. Transparency --- alternatively, Open and Inclusive
   a. Clear, open, honest communication
   b. Inclusion in decision-making
   c. Full, accurate, timely disclosure of information
   d. Group power and group decision-making, in terms of how we operate as a group and how we teach empowerment
   e. Courage

3. Respect
   a. Dignity, worth
b. Unconditional positive regard

4. Empathy
   a. Compassion

5. Innovative Excellence
   a. Moving forward with a spirit of scientific inquiry, teaching innovation, and a broader view of “what belongs” to Social Work
   b. Passionate, systematic curiosity and inquiry
   c. Inspiring innovation in our students
   d. Academic excellence; thinking differently about problems and solutions
   e. Recognizing how we act within larger systems and seeking interdisciplinary collaborations – Integrated thinking, ecosystems perspective
   f. Being relevant, timely, and responsive
   g. Integrated knowledge
   h. Community of knowledge seekers
   i. Passionate curiosity

6. Social Action / Service / Active Engagement (or Framework or Lens)
   a. Unwavering commitment to creating change
   b. ACTING towards or in the spirit of social justice
   c. Commitment to action, to improvement, to change
   d. Bring change agents
   e. Being responsive to changing landscapes; Being aware of constantly changing contexts/variables and fluid in our responses

**General Organization and Administration of the School of Social Work**
The Director of the School of Social Work is responsible for the overall administration of the School, the curriculum, and the quality of the education provided in the programs. The BSW Program Director assists the Director with administrative functions of the undergraduate programs. The Director of the Field Education Program, plans field education while field coordinators connect students with 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.
Section II
Bachelor of Social Work (BSW) Program

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

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

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.

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

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

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 with SOC 210, STAT 201, or STAT 301
   recommended.
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 either POLS 101 American Government and Politics or POLS 103 State and Local Government and Politics.

4. Social work students are required to take a social, environmental, economic justice course that they select from a department list of approved courses. This course may be used to fulfill AUCC Category 3A, 3B, 3C, 3D or 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: ERHS 220, ERHS 430, FSHN125, FSHN150, HES145, HES 345, MIP 101, MIP149, PHIL130, or PSY328.

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 HDFS 350)

8. The depth and integration requirements are fulfilled by social work students by taking the following required social work courses:

   Category 4B: SOWK 400: - Generalist Practice - Communities
   Category 4C: SOWK 492: - Seminar
BSW Program Mission
The BSW program prepares generalist social workers that will advance economic, and environmental and social justice, will promote equity and equality, will alleviate oppression, and will enhance human health and well-being across local and global community systems. The BSW program provides exemplary experiential education that encompasses best practices, embraces scientific inquiry, and fosters respect for diversity using a person-in-environment framework across local and global contexts.

Goals:
The BSW program’s mission is accomplished by preparing Generalist social workers who:

1. Actively advance social, economic, and environmental justice, promote equity and inclusion to eliminate oppressive conditions for all people.
2. Apply critical thinking skills to all areas of social work practice.
3. Engage in research-informed practice and practice-informed research.
4. Utilize appropriate theoretical foundations to engage, assess, intervene, and evaluate across all system levels (micro, mezzo, macro).
6. Engage with client systems in a manner that is consistent with the values, principles, and ethics of the NASW Code of Ethics.
7. Collaborate with other disciplines to solve complex problems at all systems levels.
8. Engage in policy and community practice to promote justice and human rights.
Description of Required Social Work Courses

SOWK 120 – Academic and Career Success
Skills for general academic success, personal growth, self-management, and knowledge of campus/community resources. Examination of professional opportunities within the field of social work.

SOWK 150 – Introduction to Social Work.
Introduction to generalist social work, including the history of social welfare in the U.S. and the knowledge, values, skills, practice settings, and populations served across the profession with special emphasis on vulnerable groups. The broad range of theoretical approaches and intervention strategies required are introduced. Practice roles discussed are advocate, broker, counselor, mediator, researcher, and community change agent.

SOWK 286 A-B – Practicum*
Introductory social work practice skills in communication, relationship development, and professional behavior in the community setting.

SOWK 300 – Research in Applied Professions
Basic understanding of the research process and research methodologies, including skill in finding, understanding, interpreting, and applying research findings using critical thinking skills. Major emphasis on the steps and procedures to investigate various social problems and interventions that are central to contemporary social work practice while learning how research can be used to improve social work practice and to foster social and economic justice.

SOWK 330 – Dismantling Privilege and Oppression
Knowledge and skill in deconstructing one’s own identity, privilege and oppression to apply that process of understanding to a client's unique intersecting identities creating culturally sensitive social work practices.

SOWK 333 – Human Behavior in the Social Environment
Historic and contemporary theoretical foundations as contributions to practice knowledge in social work. Uses ecological and systems theory as organizing frameworks with critical thinking as a skill for identifying and challenging assumptions. Understanding human behavior theory relevant to social work practice.

Practice Courses
The following four social work practice courses focus on development of students’ knowledge and skills in applying the problem-solving approach to multi-level (individual, family, group, organization, community) system assessments and interventions. Within a generalist framework, these four courses focus specifically upon the knowledge, skills, and competencies needed for operationalizing the planned change process at designated system levels and the roles appropriate to each level of intervention. Issues of professional values and ethics are also infused in each course. Knowledge-guided practice, specifically evidence-based practice, is an important premise for each of these courses.

SOWK 340 – Generalist Practice - Individuals and Families
Knowledge and techniques used in applying the generalist planned change process to individual and family system assessments and interventions.
SOWK 341 – Generalist Practice - Small Groups
Knowledge, skills and competencies needed for the planned change process in groups within a generalist framework.

SOWK 343 – Generalist Practice - Organizations
Knowledge, values, and skills for the planned change process with organizations.

SOWK 400 – Generalist Practice – Communities (fulfills AUCC category 4B)
Knowledge and skills to engage with communities, create culturally sensitive change, and evaluate the planned change process.

SOWK 410 – Social Welfare – Policy, Issues, and Advocacy (fulfills AUCC category 4A)
Issues and processes shaping social welfare institutions; definitions of social welfare policy; analytical framework for policy analysis.

SOWK 488 – Field Placement*
Students integrate and apply social work competencies (Council on Social Work Education accreditation standards) learned across coursework through direct practice in an agency setting for field education. Students will demonstrate competency in professional knowledge, values, skills, and affective and cognitive processes for beginning social work practitioners.

SOWK 492 – Seminar (fulfills AUCC category 4C)
Integrates the knowledge, values, skills, cognitive and affective processes, and behaviors that develop social work competency while in field placement.

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

SOWK 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.
BACCALAUREATE PROGRAM
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES
(4 YEAR PLAN)
Effective Fall 2018

FRESHMAN
SOWK 120 (1) – Social Work Academic and Career Success
SOWK 150 (3) – Introduction to Social Work
(PSY 100 or concurrent registration;
SOC 100 or SOC 105 or concurrent registration)
HDFS 101 (3)
POLS 101 or POLS 103 (3)

SOPHOMORE

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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>SOWK 286A (3) – Practicum I (SOWK 150 or concurrent registration) Note: SOWK 286A &amp; B must be taken in sequence.</td>
<td>SOWK 286B (3) – Practicum II (SOWK 286A)</td>
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<td>PROGRESSION TO THE MAJOR at the end of spring semester</td>
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JUNIOR

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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SOWK 330 (3) – Dismantling Privilege and Oppression (SOWK 286A or concurrent registration)</td>
<td>SOWK 341 (3) – Generalist Practice – Small Groups (SOWK 340 or concurrent registration)</td>
</tr>
<tr>
<td>SOWK 333 (3) – Human Behavior in the Social Environment (HDFS 101 or concurrent registration; SOWK 286A or concurrent registration; SOWK 330 or concurrent registration)</td>
<td>SOWK 343 (3) – Generalist Practice – Organizations (SOWK 340 or concurrent registration)</td>
</tr>
<tr>
<td>SOWK 340 (3) – Generalist Practice - Individuals and Families (SOWK 286B or concurrent registration) SOWK 300 (3) – Research in Applied Professions (SOC 210 or STAT 201 or STAT 301 or STAT 311, or concurrent registration in any) Electives: SOWK 110 - Contemporary Social Welfare SOWK 350 - Legal Issues in Human Services SOWK 352 - Indigenous Women, Children &amp; Tribes SOWK 371A - Social Work with Children and Families</td>
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SENIOR

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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tr>
<td>SOWK 400 (3) - Generalist Practice – Communities (SOWK 343 or concurrent registration) SOWK 410 (3) - Social Welfare Policy, Issues, and Advocacy (POLS 101 or 103; SOWK 400 or concurrent registration)</td>
<td>SOWK 488 (10) - Field Placement (SOWK 300; SOWK 330; SOWK 341; SOWK 410 or concurrent registration); Block or spring/summer concurrent SOWK 492 (3) – Seminar** (1st semester of concurrent placement) (Concurrent registration in SOWK 488)</td>
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* 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
BACCALAUREATE PROGRAM  
SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES  
(3 YEAR PLAN)  
Effective Fall 2018

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<tr>
<th>Term</th>
<th>Sophomore</th>
<th>Spring Semester</th>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>SOWK 120 (1) – Social Work Academic and Career S</td>
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<td>SOWK 286B (3) – Practicum II</td>
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<td>SOWK 150 (3) – Introduction to Social Work (PSY 100 or concurrent registration; SOC 100 or 105 or concurrent registration)</td>
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<td>(SOWK 286A)</td>
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<tr>
<td>SOWK 286A (3) – Practicum I (SOWK 150 or concurrent registration)</td>
<td>PROGRESSION TO THE MAJOR at the end of spring Semester</td>
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<td>Note: SOWK 286A &amp; B must be taken in sequence.</td>
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<td><strong>Spring Semester</strong></td>
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<td>SOWK 286B (3) – Practicum II</td>
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<th>Term</th>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>SOWK 330 (3) – Dismantling Privilege and Oppression (SOWK 286A or concurrent registration)</td>
<td>SOWK 330 (3) – Research in Applied Professions (SOC 210 or STAT 201 or STAT 301 or STAT 311, or concurrent registration in any)</td>
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<td>SOWK 333 (3) – Human Behavior in the Social Environment (HDFS 101 or concurrent registration; SOWK 286A or concurrent registration; SOWK 330 or concurrent registration)</td>
<td>SOWK 341 (3) – Generalist Practice – Small Groups (SOWK 340 or concurrent registration)</td>
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<tr>
<td>SOWK 340 (3) – Generalist Practice - Individuals and Families (SOWK 286B or concurrent registration)</td>
<td>SOWK 343 (3) – Generalist Practice – Organizations (SOWK 340 or concurrent registration)</td>
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<td>Electives:</td>
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<td>SOWK 110 – Contemporary Social Welfare</td>
<td>SOWK 371C – Social Work with Adult Offenders</td>
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<td>SOWK 352 – Indigenous Women, Children &amp; Tribes</td>
<td>SOWK 371D – Social Work with Substance Abusers</td>
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<td><strong>Spring Semester</strong></td>
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<td>SOWK 300 (3) – Research in Applied Professions (SOC 210 or STAT 201 or STAT 301 or STAT 311, or concurrent registration in any)</td>
<td>SOWK 341 (3) – Generalist Practice – Small Groups (SOWK 340 or concurrent registration)</td>
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<th>Term</th>
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<td><strong>Fall Semester</strong></td>
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<td>SOWK 400 (3) – Generalist Practice – Communities (SOWK 343 or concurrent registration)</td>
<td>SOWK 488 (10) – Field Placement (SOWK 300; SOWK 330; SOWK 341; SOWK 410 or concurrent registration); Block or spring/summer concurrent</td>
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<td>SOWK 410 (3) – Social Welfare Policy, Issues, and Advocacy (POLS 101 or 103; SOWK 400 or concurrent registration)</td>
<td>SOWK 492 (3) – Seminar** [1st semester of concurrent placement] (Concurrent registration in SOWK 488)</td>
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* 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
BACCALAUREATE PROGRAM

SUGGESTED SEQUENCE OF REQUIRED SOCIAL WORK COURSES AND PREREQUISITES

(2 YEAR PLAN)

Effective Fall 2018

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 degree.

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**JUNIOR**

**Fall Semester**

- SOWK 120 (1) – Academic and Career Success
- SOWK 150 (3) – Introduction to Social Work (PSY 100 or concurrent registration; SOC 100 or SOC 105 or concurrent registration)
- SOWK 286A (3) – Practicum I (SOWK 150 or concurrent registration) NOTE: SOWK 286A & B must be taken in sequence
- SOWK 330 (3) – Dismantling Privilege and Oppression (SOWK 286A or concurrent registration)
- SOWK 333 (3) – Human Behavior in the Social Environment (HDFS 101 or concurrent registration; SOWK; 286A or concurrent registration; SOWK 330 or concurrent registration)

**Spring Semester**

- SOWK 286B (3) – Practicum II (SOWK 286A)
- SOWK 300 (3) – Research in Applied Professions (SOC 210 or STAT 201 or STAT 301 or STAT 311 or concurrent registration in any)
- SOWK 340 (3) – Generalist Practice - Individuals and Families (SOWK 286B or concurrent registration)
- SOWK 341 (3) – Generalist Practice - Small Groups (SOWK 340 or concurrent registration)

PROGRESSION TO THE MAJOR at the end of Fall semester

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**SENIOR**

**Fall Semester**

- SOWK 343 (3) – Generalist Practice - Organizations (SOWK 340 or concurrent registration)
- SOWK 400 (3) – Generalist Practice - Communities (SOWK 343 or concurrent registration)
- SOWK 410 (3) – Social Welfare Policy, Issues, and Advocacy (POLS 101 or 103; SOWK 400 or concurrent registration)

**Spring Semester**

- SOWK 488 (10) – Field Placement (SOWK 300; SOWK 330; SOWK 341; SOWK 410 or concurrent registration) Block or spring/summer concurrent
- SOWK 492 (3) – Seminar** [1st semester of concurrent placement] (Concurrent registration in SOWK 488)

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* 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
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 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 supervised hands-on practicum 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 Manual 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. Students interview with one of the designated field coordinators. 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. 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 encouraged to visit the Director of the School or the BSW Director whenever they would like.

Student Orientations
Student orientations are scheduled throughout the undergraduate program to facilitate smooth progress at various times during the course of the program. The first orientation a student would encounter is offered during Ram Welcome to entering 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.

Student Representation and Opportunities

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, Evan Lowe, evan.lowe@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. Paula Yuma at paula.yuma@colostate.edu.

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 designs the application and admissions process for the MSW and PhD programs. This committee also considers exceptions to policy and makes decisions on those exceptions.

Diversity and Human Rights Committee
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 Marie Villescas Zamzow at marie.zamzow@colostate.edu. See Diversity and Human Rights Committee for more information.

Student Privacy
The SOSW abides by the Family Education Rights and Privacy Act (FERPA), as amended, 20 U.S.C. §1232g, et seq. (CSU General Catalog - Student Rights). However, as state employees, the faculty are mandated to report any sexual harassment or violence involving a CSU employee or student when faculty 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 they enter 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, as well as an Academic Support Coordinator, Evan Lowe. The Academic Support Coordinator meets with students who are considering the major or declaring Social Work as a major. A student may find the name of their advisor on RAMweb. The Director of the program will assist with advising as needed.

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 at 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 with the Student Success Collaborative – Advising Scheduler at https://csurams.campus.eab.com/. 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 release advising codes. 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 their advisor, the student must make a request in writing, and ask the present advisor and the new advisor the student wishes to have, to initial the 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 ongoing 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 Dana Gaines, 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).

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). CSWE requires that social work programs describe the procedures for informing students of the program’s criteria for evaluating students’ academic and professional performance and that the program have policies and procedures for terminating students’ enrollment in the social work program for reasons of academic and professional performance. (CSWE Education Policy and Accreditation Standards, Section 3.1)

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 343), 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 must consider 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 of 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 Registrar’s Office is responsible for determining course equivalencies for all courses that are presented for transfer to CSU. Students should be aware that credits may transfer to CSU, but not count toward department graduation requirements. Evaluation of credits is made only from official transcripts after a student has been granted admission.

If a student attends one or more regionally accredited 2-year institutions a total of 64 transfer credits may be accepted. There is no limit for the amount of credit that can be transferred from regionally accredited 4-year institutions.

Regular academic courses from institutions accredited by one of the six regional associations of schools and colleges completed with a grade of C- or better are generally accepted in transfer. Course work from institutions that are not regionally accredited will not be transferred. Coursework that is remedial or vocational/technical in nature will not be transferred. Transfer grades and credits are not computed within the cumulative GPA earned at CSU.

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

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 link in RAMweb under Tools for Student Success, or through the web site noted above.

Information on transferring to CSU may be found at [CSU General Catalog - Transfer Credit](#).

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

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

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

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

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

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.

**Student Responsibilities**

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

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

**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.¹ That date becomes the starting point for the formal grievance process.²

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.³

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.

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

¹ 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.
² 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.
³ If either party pursues outside legal action, the school grievance process shall immediately cease.
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
APPENDIX A: EPAS

2015 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, the purpose of social work 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. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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 comparable outcomes 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.
Competency 1  Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice

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

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
• assess how social welfare and economic policies impact the delivery of and access to social services;
• apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

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

• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
• use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

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

• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
• develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
• select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

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

• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
• use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
• negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
• facilitate effective transitions and endings that advance mutually agreed-on goals

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

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

• select and use appropriate methods for evaluation of outcomes;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
• critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
• apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
APPENDIX C: FACULTY AND STAFF INFORMATION

Kristy Beachy-Quick – Research Associate
Early childhood and adolescent social policy, program evaluation, capacity building for non-profits, child welfare
kristy.beachy-quick@colostate.edu

Susan Blanco, JD – Instructor
Juvenile delinquency, guardian ad litem, ethics, social security, disability, family law
Susan.Blanco@colostate.edu

Samantha Brown – Instructor
Behavioral health (mental health, stress physiology, substance use), child maltreatment and parent-child interactions, mindfulness- and trauma-informed intervention, and risk and resiliency.
samantha.brown@colostate.edu

Roe Bubar, JD - Associate Professor – Joint appointment with the Ethnic Studies Dept.
Social policy, child sexual abuse in Indian country and Alaska Native communities, children's advocacy centers: multidisciplinary and collaborative approaches in child maltreatment and cultural competency
roe.bubar@colostate.edu

Victoria Buchan, M.S.W., Ph.D. – Professor Emerita
Agricultural health and safety, human service assessment, research methods, program evaluation, interdisciplinary doctoral program, medical social work, occupational social work and practice evaluation
victoria.buchan@colostate.edu

Eunhee Choi, M.S.W., Ph.D. – Assistant Professor
Aging, health, and policy, particularly for older workers and volunteers, research methodology, and program evaluation
eunhee.choi@colostate.edu

Michael Cortes, Ph.D., – Instructor
michael.cortes@colostate.edu

Liz Davis, M.S.W. – Associate Director of Field Education
School social work, mental health, disabilities, organizations, communities, policy
liz.davis@colostate.edu

Dana Gaines, M.S.W., LCSW – Advisor and Instructor
Child welfare, trauma informed therapy, and cultural humility
dana.gaines@colostate.edu

John T. Gandy, Ph.D., M.S.W. – Professor Emeritus
Criminal justice, restitution, social work education, and higher education issues
john.gandy@colostate.edu
Joni Handran, Ph.D., LCSW, CACIII – Instructor
Trauma-informed care, substance abuse/dependence, mental health, and co-occurring disorders
joni.handran@colostate.edu
joni.handran@yahoo.com

Helen Holmquist-Johnson, Ph.D., M.S.W. – Human-Animal Bond in Colorado Director
Hospice care and medical social work, human-animal bond, clinical assessment, program evaluation and research methods, teaching and learning assessment
helen.holmquist-johnson@colostate.edu

Shannon Hughes, M.S.W., Ph.D. – Assistant Professor
Critical perspectives in mental health and psychopharmacology; psychosocial and peer-run alternatives for persons in acute mental/emotional distress; subjective treatment experiences; training helping professionals to improve prescribing practices; advancing the role of social work in psychopharmacology
shannon.hughes@colostate.edu

Leah Jones, M.S.W. – Instructor
School social work, youth and families, trauma-informed care, child welfare, community outreach, and organizational intervention and collaboration
Leah.e.jones@colostate.edu

Evan Lowe, M.S.W. – Academic Success Coordinator
Higher education, African-American community development, Juvenile justice, Youth and family development, Community Poverty
evan.lowe@colostate.edu

Amy Martonis, M.S.W., LMSW – MSW and CLOE Director
Child welfare, program administration, non-profit development, and international social work
amy.riep@colostate.edu

Kelly Maycumber, M.S.W., LCSW – Field Education Program Coordinator
Field education, international social work, healthcare and human services, and HIV/AIDS
kelly.maycumber@colostate.edu

Angela Mead, M.S.W. – Instructor
Child abuse and neglect; child welfare/juvenile justice practice skills and course development; substance abuse and mental health; trauma informed care; community collaboration and service integration
angela.mead@colostate.edu

Brenda K. Miles, M.S.S.W. – BSW Program Director
Families and children, environmental issues and social welfare, management of non-profit organizations, practice skills
brenda.miles@colostate.edu

Kristin Leigh Mooney, LCSW – Instructor
Family therapy, Substance Use, Mental Health, Delinquency, Children & Youth
kmooney@mail.colostate.edu
Theresa Morris, M.S.W., LSW – Field Education Program Coordinator
Community-based program design, nontraditional students, policy, veterans, child welfare
theresa.morris@colostate.edu

Rebecca Orsi, Ph.D., M.S. – Research Scientist
Research methods, child welfare outcomes, community organizations
becky.orsi@colostate.edu

Holly Panetta, JD, M.S. – Instructor
Conflict resolution, family law, elder issues, social welfare, restorative justice, and mediation
holly.panetta@lamar.colostate.edu

Jennifer Portz, Ph.D., M.S.W. – Assistant Professor
Public health, gerontology, and the use of technology interventions with older adults
jennifer.portz@colostate.edu

Sarah Rudisill, M.S. – CLOE Distance Liaison
Child welfare, high risk youth, intervention and prevention programs for high risk youth, adolescent resiliency, human trafficking and raising public awareness of trafficking prevalence in local communities
sarah.rudisill@colostate.edu

Audrey Shillington, M.S.W., Ph.D., MPE – Director and Professor
Adolescent and young adult risk behavior prevention and reduction, psychiatric epidemiology, psychometrics, alcohol and other drug use prevention and intervention
audrey.shillington@colostate.edu

Sue Tungate, M.S.W., Ph.D. – Director of Field Education
Field education, program evaluation research and application, inter-organizational and inter-disciplinary collaboration, services coordination and integration
susan.tungate@colostate.edu

Johanna Ulloa Giron – Instructor
Diversity and anti-oppression, social work in public libraries
J.Ulloa_Giron@colostate.edu

Neomi Vin-Raviv, Ph.D., MPH – Instructor
Cancer epidemiology, early life exposures, mental health epidemiology, and psychological outcomes in cancer
neomi.vin-raviv@colostate.edu

Mindy Van Kalsbeek – Instructor
Intellectual and developmental disabilities, mental health, and organizational and nonprofit management
mindy.van_kalsbeek@colostate.edu

Anne Williford, Ph.D., M.S.S.W. – Associate Professor
Bullying, aggression, peer victimization, school-based prevention and intervention, juvenile justice, and gender and racial/ethnic differences in risk
Danielle Willis
Clinical background focusing on grief and loss, chronic illnesses, HIV and addictions.
danielle.willis@colostate.edu

Marc Winokur, Ph.D. – Director of the Social Work Research Center (SWRC)
Program evaluation, empirical practice, research
marc.winokur@colostate.edu

Jamie Yoder, M.S.W., Ph.D. – Assistant Professor
Juvenile Justice, Sexual and Non-Sexual Offenders, Mental Health, Child Welfare, Youth
jamie.yoder@colostate.edu

Paula Yuma, Ph.D., MPH – Assistant Professor
Health disparities, neighborhood characteristics and well-being, maternal and child health
paula.yuma@colostate.edu

Marie Villescas Zamzow, LCSW – Instructor and Advisor
Mental health, child welfare, diversity
marie.villescasis@colostate.edu

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.

Tricia Howley, Communications Coordinator
Communications, social media, website, office manager tricia.howley@colostate.edu

Karmen Kelly, Fiscal Officer
Financial officer, payroll, P-card processing karmen.kelly@colostate.edu

Tim Frank, Graduate Program Coordinator for MSW and PhD Programs
PhD, MSW program coordinator, MSW admissions, MSW student records timothy.frank@colostate.edu

Keli Murray, Field Education Program Administrator
Field education program coordinator keli.murray@colostate.edu
APPENDIX D: PROGRESS SHEET FOR SOCIAL WORK MAJORS

PROGRESS SHEET FOR SOCIAL WORK MAJORS
Effective Fall 2018

Name ___________________________________ Adviser ___________________ Year Entered ____________

All-University Core Curriculum (AUCC):

Category 1: Basic Competencies (6 credits)
A) Intermediate Writing: (3 credits) CO150 ________

B) Mathematics: Select any 3 credits in Math from AUCC Category 1B list. Recommended: MATH 101 ________ MATH 105 ________ STAT 100 ________

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.
CO300 _____, CO301 C______

Category 3: Foundations and Perspectives

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Any other 3-credit course from</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH120</td>
<td>3</td>
<td>_____</td>
<td>AUCC Category 3A list.</td>
</tr>
<tr>
<td>ANTH121</td>
<td>1</td>
<td>_____</td>
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<tr>
<td>(recommended)</td>
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<tr>
<td>Or</td>
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</tr>
<tr>
<td>BZ110</td>
<td>3</td>
<td>_____</td>
<td></td>
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<tr>
<td>BZ111</td>
<td>1</td>
<td>_____</td>
<td></td>
</tr>
</tbody>
</table>

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 46 upper-division credits

(Over)
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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 120</td>
<td>1</td>
<td></td>
<td>SOWK 150</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK 286A</td>
<td>3</td>
<td></td>
<td>SOWK 286B</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 300</td>
<td>3</td>
<td></td>
<td>SOWK 330</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 333</td>
<td>3</td>
<td></td>
<td>SOWK 340</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK 341</td>
<td>3</td>
<td></td>
<td>SOWK 343</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOWK 400*</td>
<td>3</td>
<td></td>
<td>SOWK 410*</td>
<td>3</td>
<td></td>
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<tr>
<td>SOWK 492*</td>
<td>3</td>
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<td>SOWK 488*</td>
<td>10</td>
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<tr>
<td>SOWK 492*</td>
<td>3</td>
<td></td>
<td>SOWK 410*</td>
<td>3</td>
<td></td>
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<tr>
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<td>SOWK 400*</td>
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<tr>
<td>SOWK 488*</td>
<td>10</td>
<td></td>
<td>SOWK 492*</td>
<td>3</td>
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</table>

Progression to the Major at the completion of either SOWK 286A or SOWK 286B, depending on student’s course sequence plan and prior to registration for SOWK 340

Additional School Requirements:

A statistics course. (SOC 210, STAT 100, STAT 201, STAT 301 recommended)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
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</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
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</table>

Political Science 101 or 103. Course may also be used to fulfill AUCC Category 3C

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
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</thead>
</table>

Social/Environmental/Economic Justice**: Select 3 credits from department list. Course may also be used to fulfill AUCC Categories 3A, 3 B, 3C, 3D, or 3E

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
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</table>

Health and Wellness (2 or 3 credits) Select from the following: ERHS 220, ERHS 430, FSHN125, FSHN150, HES145, HES 345, MIP 101, MIP149, PHIL 130, or PSY328.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
</table>

Behavioral and Social Sciences: (15 credits) Upper Division Behavioral and Social Sciences: (6 credits) Required 6 upper-division (300 and above) credits.

With approval of adviser, select from the following departments: Anthropology, Economics, Ethnic Studies**, History, Human Development and Family Studies, Political Science, Psychology and Sociology (except SOC 311, HDFS 350).

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
</tr>
</thead>
</table>

SOC100*** | 3 |       |
SOC105*** | 3 |       |
HDFS101*** | 3 |       |
PSY 100*** | 3 |       |
* These courses fulfill AUCC Category 4 - Depth and Integration requirement.
** See School of Social Work list
*** Any one of these courses will also fulfill AUCC 3 C

Electives:

Revised 7/5/2018 Orange
APPENDIX E: 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** (ASCU)
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 Hall, 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.
Educational Policy and Accreditation Standards Handbook

**CSU Health Network**
Nurse Helpline 24/7 491-7121
Mental Health Crisis Intervention 491-7111
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 Hall, 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.

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 (AIPACC)
- 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 microwave 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
Summary

<table>
<thead>
<tr>
<th>Quick Facts: Social Workers</th>
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<tbody>
<tr>
<td><strong>2017 Median Pay</strong></td>
</tr>
<tr>
<td>$47,980 per year</td>
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<tr>
<td>$23.07 per hour</td>
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<tr>
<td><strong>Entry-Level Education</strong></td>
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<tr>
<td><strong>Work Experience in a Related Occupation</strong></td>
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<td><strong>On-the-job Training</strong></td>
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<tr>
<td><strong>Number of Jobs, 2016</strong></td>
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<tr>
<td><strong>Job Outlook, 2016-26</strong></td>
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<tr>
<td><strong>Employment Change, 2016-26</strong></td>
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</tbody>
</table>

What Social Workers Do

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

Duties

Social workers typically do the following:

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

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

Social workers may work with children, people with disabilities, and people with serious illnesses and addictions. Their work varies based on the type of client they are working with.
Some social workers work with groups, community organizations, and policymakers to develop or improve programs, services, policies, and social conditions. This focus of work is referred to as macro social work.

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

The following are examples of types of social workers:

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

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

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

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

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

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

- **Geriatric social workers** help senior citizens and their families. They help clients find services, such as programs that provide older adults with meals or with home healthcare. They may provide information about assisted living facilities or nursing homes, or work with older adults in those settings. They help clients and their families make plans for possible health complications or for where clients will live if they can no longer care for themselves.
- **Hospice and palliative care social workers** help patients adjust to serious, chronic, or terminal illnesses. Palliative care focuses on relieving or preventing pain and other symptoms associated with serious illness. Hospice is a type of palliative care for people who are dying. Social workers in this setting provide and find services, such as support groups or grief counselors, to help patients and their families cope with the illness or disease.
• **Medical social workers** in hospitals help patients and their families by linking patients with resources in the hospital and in their own community. They may work with medical staff to create discharge plans, make referrals to community agencies, facilitate support groups, or conduct 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 and 12-step programs, to help clients cope with their illness. Many clinical social workers function in these roles as well.

**Work Environment**

Although most social workers work in an office, they may spend a lot of time away from the office visiting clients.

Social workers held about 682,100 jobs in 2016. The industries that employed the most social workers were as follows:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child, family, and school social workers</td>
<td>317,600</td>
</tr>
<tr>
<td>Healthcare social workers</td>
<td>176,500</td>
</tr>
<tr>
<td>Mental health and substance abuse social workers</td>
<td>123,900</td>
</tr>
<tr>
<td>Social workers, all others</td>
<td>64,000</td>
</tr>
</tbody>
</table>

State and local government, excluding education and hospitals 14%
Individual and family services 18
Ambulatory healthcare services 13
Hospitals; state, local, and private 13
Nursing and residential care facilities 12

They work in the following settings:

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

Although most social workers work in an office, they may spend time visiting clients. School social workers may be assigned to multiple schools and travel around the school district to see students. Understaffing and large caseloads may cause the work to be stressful.
Social workers may work remotely through distance counseling, using videoconferencing or mobile technology to meet with clients and organize support and advocacy groups. Distance counseling can be effective for clients with paranoia or social anxiety and for clients who live in rural areas.

**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**

Social workers help people to cope with challenges in their lives by listening to and understanding their clients’ needs.

Although most social workers need a bachelor’s degree in social work, clinical social workers must have a master’s degree and 2 years of post-master’s 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 BSW prepares students for direct-service positions such as caseworker or mental health assistant. These programs teach students about diverse populations, human behavior, social welfare policy, and ethics in social work. All programs require students to complete supervised fieldwork or an internship.

Some positions require a master’s degree in social work (MSW), which generally takes 2 years to complete. Master’s degree programs in social work prepare students for work in their chosen specialty by developing clinical assessment and management skills. All programs require students to complete a supervised practicum or an internship.

A bachelor’s degree in social work is not required in order to enter a master’s degree program in social work. Although a degree in almost any major is acceptable, courses in psychology, sociology, economics, and political science are recommended. Some programs allow graduates with a bachelor’s degree in social work to earn their master’s degree in 1 year.

In 2017, there were more than 500 bachelor’s degree programs and more than 200 master’s degree programs accredited by the Council on Social Work Education.

Some universities offer doctoral programs in social work, where students can earn a Doctorate of Social Work (DSW) or a Ph.D. Most doctoral programs in social work require students to have a master’s in social work and experience in the field. Many doctor’s students go on to work as postsecondary teachers.

Two years of supervised training and experience after obtaining an MA degree is typically required for clinical social workers.

**Licenses, Certifications, and Registrations**
Most states have licensure or certification requirements for nonclinical social workers. Requirements vary by state.

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

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

Important Qualities

**Communication 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.

**Empathy.** 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.

**Organizational skills.** Social workers must help and manage multiple clients, often assisting with their paperwork or documenting their treatment.

**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 and administrative responsibilities. They must effectively manage their time to provide adequate service to all of their clients.

Pay

**Social Workers**

Median annual wages, May 2017

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers</td>
<td>$47,980</td>
</tr>
<tr>
<td>Counselors, social workers, and other community and social service specialists</td>
<td>$43,860</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>$37,690</td>
</tr>
</tbody>
</table>

Note: All Occupations includes all occupations in the U.S. Economy.

The median annual wage for social workers was $47,980 in May 2017. 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 $29,560, and the highest 10 percent earned more than $79,740.
Median annual wages for social workers in May 2017 were as follows:

- **Social workers, all other** $61,980
- **Healthcare social workers** $54,870
- **Child, family, and school social workers** $44,380
- **Mental health and substance abuse social workers** $43,250

In May 2017, the median annual wages for social workers in the top industries in which they worked were as follows:

- **Hospitals; state, local, and private** $58,490
- **Local government, excluding education and hospitals** $52,900
- **Ambulatory healthcare services** $48,340
- **State government, excluding education and hospitals** $46,120
- **Individual and family services** $40,800

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

**Job Outlook**

**Social Workers**

Percent change in employment, projected 2016-26

- Counselors, social workers, and other community and social service specialists 16%
- Social workers 16%
- Total, all occupations 7%

Note: All Occupations includes all occupations in the U.S. Economy.

Overall employment of social workers is projected to grow 16 percent from 2016 to 2026, faster than the average for all occupations. Employment growth will be driven by increased demand for healthcare and social services, but will vary by social worker specialty.

Employment of child, family, and school social workers is projected to grow 14 percent from 2016 to 2026, about as fast as 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, employment growth of child, family, and school social workers may be limited by federal, state, and local budget constraints.

Employment of healthcare social workers is projected to grow 20 percent from 2016 to 2026, much faster than the average for all occupations. Healthcare social workers will continue to be needed to help aging populations and their families adjust to new treatments, medications, and lifestyles.
Employment of mental health and substance abuse social workers is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. Employment will grow as more people seek treatment for mental illness and substance abuse. In addition, drug offenders are increasingly being sent to treatment programs, which are staffed by these social workers, rather than being sent to jail.

**Job Prospects**

Overall, job prospects should be good, particularly so for candidates with a master’s degree and licensure.

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>SOC Code</th>
<th>Employment, 2014</th>
<th>Projected Employment, 2024</th>
<th>Change, 2016-26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social workers</td>
<td>21-1020</td>
<td>682,100</td>
<td>791,800</td>
<td>16</td>
</tr>
<tr>
<td>Child, family, and school social workers</td>
<td>21-1021</td>
<td>317,600</td>
<td>362,600</td>
<td>14</td>
</tr>
<tr>
<td>Healthcare social workers</td>
<td>21-1022</td>
<td>176,500</td>
<td>212,000</td>
<td>20</td>
</tr>
<tr>
<td>Mental health and substance abuse social workers</td>
<td>21-1023</td>
<td>123,900</td>
<td>147,900</td>
<td>19</td>
</tr>
<tr>
<td>Social workers, all other</td>
<td>21-1029</td>
<td>64,000</td>
<td>69,300</td>
<td>8</td>
</tr>
</tbody>
</table>
## Similar Occupations

This table shows a list of occupations with job duties that are similar to those of social workers.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Job Duties</th>
<th>ENTRY-LEVEL EDUCATION</th>
<th>2017 MEDIAN PAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Educators and Community Health Workers</strong></td>
<td>Health educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Community health workers collect data and discuss health concerns with members of specific populations or communities.</td>
<td>Master's degree</td>
<td>$45,360</td>
</tr>
<tr>
<td><strong>Mental Health Counselors and Marriage and Family Therapists</strong></td>
<td>Mental health counselors and marriage and family therapists help people manage and overcome mental and emotional disorders and problems with family and other relationships. They listen to clients and ask questions to help the clients understand their problems and develop strategies to improve their lives.</td>
<td>Master's degree</td>
<td>$48,790</td>
</tr>
<tr>
<td><strong>Probation Officers and Correctional Treatment Specialists</strong></td>
<td>Probation officers and correctional treatment specialists monitor and work with probationers to prevent them from committing new crimes.</td>
<td>Bachelor's degree</td>
<td>$51,410</td>
</tr>
<tr>
<td><strong>Psychologists</strong></td>
<td>Psychologists study cognitive, emotional, and social processes and behavior by observing, interpreting, and recording how people relate to one another and their environments. Rehabilitation counselors help people with physical, mental, developmental, and emotional disabilities live independently. They work with clients to overcome or manage the personal, social, or psychological effects of disabilities on employment or independent living.</td>
<td>Master's degree</td>
<td>$77,030</td>
</tr>
<tr>
<td><strong>Rehabilitation Counselors</strong></td>
<td>School counselors help students develop academic and social skills and succeed in school. Career counselors assist people with the process of making career decisions by helping them develop skills or choose a career or educational program.</td>
<td>Master's degree</td>
<td>$34,860</td>
</tr>
<tr>
<td><strong>School and Career Counselors</strong></td>
<td>Social and community service managers coordinate and supervise social service programs and community organizations. They manage staff who provide social services to the public.</td>
<td>Bachelor's degree</td>
<td>$55,410</td>
</tr>
<tr>
<td><strong>Social and Community Service Managers</strong></td>
<td>Social and human service assistants provide client services, including support for families, in a wide variety of fields, such as psychology, rehabilitation, and social work. They assist other workers, such as social workers, and they help clients find benefits or community services.</td>
<td>High school diploma or equivalent</td>
<td>$64,100</td>
</tr>
<tr>
<td><strong>Social and Human Service Assistants</strong></td>
<td></td>
<td></td>
<td>$33,120</td>
</tr>
<tr>
<td>Occupation</td>
<td>Job Duties</td>
<td>ENTRY-LEVEL EDUCATION</td>
<td>2017 MEDIAN PAY</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Substance Abuse and Behavioral Disorder Counselors</td>
<td>Substance abuse and behavioral disorder counselors advise people who suffer from alcoholism, drug addiction, eating disorders, or other behavioral problems. They provide treatment and support to help the client recover from addiction or modify problem behaviors.</td>
<td>Bachelor's degree</td>
<td>$43,300</td>
</tr>
</tbody>
</table>

**Contacts for More Information**

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

American Board of Examiners in Clinical Social Work

Association for Community Organization and Social Administration

National Association of Social Workers

For more information about accredited social work degree programs, visit

Council on Social Work Education

MSW Guide

Online MSW Programs

For more information about licensure requirements, visit

Association of Social Work Boards

**O*NET**

Child, Family, and School Social Workers

Healthcare Social Workers

Mental Health and Substance Abuse Social Workers

Social Workers, All Other

<- Similar Occupations
APPENDIX G: FREQUENTLY ASKED QUESTIONS

Is the School of Social Work (SOSW) Accredited?
Yes, by the Council on Social Work Accreditation (CSWE)  [http://www.cswe.org](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](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](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:  [Registrar - Transfer Evaluation](http://wwwRegistrar-transferEvaluation).  You may get an unofficial transcript evaluation prior to transferring from the Student Transfer Center,  [CSU Transfer Center](http://www CSUTransferCenter).  There are transfer guides for CSU and Colorado Community Colleges at  [Registrar - Transfer Guides](http://wwwRegistrar-transferGuides).  Another resource is  [www.transferology.com](http://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.  [BSW Handbook](http://www.ssw.chhs.colostate.edu/faculty-staff/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](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](http://www.ssw.chhs.colostate.edu/students/undergraduate/index.aspx).
How can I communicate with the School?
The SOSW welcomes your ideas and feedback. There is student representation on all SOSW working committees and the School Council, the governing body for the SOSW. Volunteer to be a student member or contact SWA to find out who your representative is. The BSW director will also visit your classes and she welcomes you to visit her in her office.

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?
Social 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, Evan Lowe at Evan.Lowe@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. Paula Yuma is the faculty advisor at Paula.Yuma@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 CSU General Catalog - FERPA. The faculty also models NASW ethics in safeguarding client information. (See: NASW code of ethics at NASW Code of Ethics). As state employees, the faculty is mandated to report any sexual harassment or violence involving a CSU employee or student when they become aware of such. Faculty may also discuss your behavior or grades with other units at CSU if deemed necessary.

If I have questions about repeating a class, taking a semester off, or auditing a class how can I find information?
You can always start with your advisor. Detailed information is also in the CSU General Catalog at http://www.catalog.colostate.edu/ or from the registrar at https://registrar.colostate.edu/.