



**University of Phoenix®**

***The College of Social  
and Behavioral  
Sciences***

**Bachelor of Science in Social  
Work**

**Program Handbook**

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## *Section I*

### **Introduction**

Welcome to the Bachelor of Science in Social Work (BSSW) program!

As the Program Director for the Social Work program, I am excited to welcome you to your social work journey. You are starting on a career path that offers a wide range of ever-changing opportunities. Social workers work in dynamic environments to include private and public settings. These can range from schools, corrections, family programs, infant, child, youth, adult and older adult programs, programs that serve the homeless, housing programs and many more settings.

On behalf of the University of Phoenix and the BSSW Program, I welcome you and look forward to walking with you in your journey towards a social work degree.

Sincerely,

Samantha Dutton, PhD, LCSW  
BSSW Program Director  
Associate Dean, College of Social and Behavioral Sciences

## **Interim COVID-19 Updates Impacting the BSSW Program**

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The safety of our students, faculty, community partners, and their clients and communities are the highest priority for the BSSW program. As we continue to monitor the Coronavirus (COVID-19) situation, we have developed interim exceptions to the field education experience. Due to the disruption caused by the pandemic, many placement sites have limited opportunities to safely serve at physical sites, which directly impacts students' field experience. To continue to provide flexible solutions during this unique time, the college is adjusting requirements for students completing Field Education courses, SWRK/405 and SWRK/420.

- In alignment with Council on Social Work Education's (CSWE) guidance, students who satisfactorily complete 85% of the required placement hours (i.e., 170 hours per course and 340 hours for the program) may be evaluated as having met the field placement requirements. Students may choose to reduce their field hours for courses fully or partially completed by May 31, 2022, unless otherwise determined by CSWE and communicated by the University of Phoenix BSSW program.
- Additionally, remote field activities are encouraged when health or safety concerns may prevent the completion of in-person field requirements. The remote activities must remain aligned with CSWE competencies and their concomitant behaviors.
- Adjustments have also been made to employment-based field experiences through May 31, 2022 (unless otherwise determined by CSWE and communicated by the University of Phoenix BSSW program). In field placement settings where the student is also employed, the student field assignments and employment tasks may be the same and counted toward field hours as long as the tasks have clear linkages to the nine social work competencies and their concomitant behaviors. An amended version of the Employed Practitioner Agreement (further information is available in the Field Education Manual and through the *Tevera* placement software platform) will be required and reviewed by the Field Director.

### **General Information**

This handbook outlines the areas critical to effective student learning in the Bachelor of Science in Social Work (BSSW) program. Students should use this handbook, along with their Academic Catalog and other University of Phoenix student resources and materials, as a resource guide toward program progression.

### ***Accreditation Information***

University of Phoenix's BSSW program has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-

accredited program once the program attains Initial Accreditation. Candidacy is a multi-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program (CSWE Handbook of Social Work Accreditation Policies and Procedures (Handbook), 2017).

For more information about social work accreditation, you may contact [Accreditation](#).

### ***Criminal Conviction***

Students who intend to work in a social work setting, agency, or facility in a particular state have the responsibility to understand the placement requirements. Students with a criminal conviction history and/or unethical behavior as defined by [the National Association of Social Workers Code of Ethics](#), should fully research whether they will be permitted to work in a given position or with clients before enrolling in this program. Refer to the full acknowledgement in *Appendix I* for details. In order to complete the Bachelor of Science in Social Work program, students are required to complete the Field Education service hours in an agency or facility offering social work services. It is the student's responsibility to check the requirements to determine whether a criminal conviction and/or unethical behavior as defined by [the National Association of Social Workers Code of Ethics](#), may prohibit them from completing the Field Education courses that require 200 hours in each of two courses (400 total hours).

### **Student State of Residence**

The BSSW program is only offered in select states. If at any point in the program students move to another state, their ability to progress could be impacted or even prohibited. Students must update their address with the University and contact their Academic Advisor immediately when such change occurs to ascertain the effect upon their program. Students may also consider contacting their Academic Advisor upon contemplating an address change to understand the effect of the change on their ability to progress in the program.

### **Overview of BSSW Program**

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The BSSW program at University of Phoenix meets the needs of the working adults who wish to pursue an undergraduate degree in social work. According to the Bureau of Labor Statistics (BLS), the job growth for community and social service and social workers is projected to be 13 percent between 2019 and 2029 (BLS, 2021). Employment growth will vary by specialization. The program's focus on field education, interpersonal communication, and advocacy skills help prepare students for a career as a bachelor's level prepared social worker.

Council on Social Work Education (CSWE) governs the accreditation process for social work programs. CSWE provides the following perspective as a foundation for the program: "The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, 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, locally and

globally” (2015). Curriculum in the Bachelor of Science in Social Work (BSSW) program prepares students to become social work professionals pursuant to the profession’s purpose. In addition, the BSSW program educationally prepares students to become licensed social work professionals in those states that offer bachelor’s level licensure.

The College of Social and Behavioral Science offers the BSSW through an online modality. The program is designed to meet the educational standards in the social work field, the requirements of the Council on Social Work Education (CSWE), and to prepare students for bachelor’s level licensure in states that offer this option.

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<sup>1</sup> Employment outcome data reflects both Masters and Bachelors level. Data is not disaggregated. This data is not specific to University of Phoenix students or graduates.

## ***Licensure and State Requirements***

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The BSSW program is an educational degree program that provides a foundation of knowledge in the field of social work and is designed to meet CSWE standards. Professional certification or licensure as a social worker is governed by state laws, and the program is designed to meet standards in states which allow bachelor's level licensure or certification. Although many states offer bachelor's level licensure or certification, each state may have additional post-graduate requirements that must be met prior to submitting a licensure application. Note that states can and do change those post-graduation requirements periodically. Program requirements may change based upon state agency licensure requirements and they can be found at <https://www.phoenix.edu/colleges/college-of-humanities-and-sciences/social-work-state-requirements.html> The College of Social and Behavioral Sciences has made a determination if program requirements in your home state meets, does not meet, or no determination has been made. Please check this list found at <https://www.phoenix.edu/colleges/college-of-humanities-and-sciences/social-work-state-requirements.html> regularly prior to contacting your state agency for state-specific requirements.

Licensure and certification for BSSW prepared social workers varies greatly from state-to-state. Each state licensing board responsible for regulating the practice of social work has its own academic, licensure, and certification requirements and issues its own license to practice as a social worker. In many states the minimum academic credential required to obtain licensure to practice as a social worker is a Bachelor of Social Work (BSW) degree from a program accredited by the Council on Social Work Education (CSWE). (See Accreditation Section in this Manual on pages 5-6).

Check here for your [state's licensure requirements](#).

You may also refer to the Association of Social Work Boards (ASWB) at [www.aswb.org](http://www.aswb.org) for detailed information surrounding state licensing.

## ***Social Work Competencies***

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The Council on Social Work Education (CSWE) has established the following nine competencies, upon which the BSSW program learning outcomes are based (CSWE, 2015):

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Curriculum, coursework, and field education courses introduce and reinforce outcomes related to

these nine social work competencies. Students demonstrate competency through application of knowledge, skills, values, and affective and cognitive behaviors in the classroom, as well as in the micro, mezzo, and macro settings during field education courses. Outcome-based assessments of social work competencies and behavioral dimensions are an ongoing component of the program structure and course sequencing, and these assessments are designed to lead to student mastery of the program learning outcomes.

The average length of the BSSW Program is approximately four years with a completion of 120 credits. The core requirements of the program can take 2–3 years, generally following completion of general education and elective courses, and includes two 15-week field education courses. The field education courses fall within the normal course sequence and do not extend the program length. The program involves a variety of delivery formats, depending on the subject matter and competencies to be developed. These formats include multimodal delivery methods that may involve, but are not limited to the following:

- Class lectures
- Assigned readings
- In-class small group work
- Discussion
- Small group presentations
- Small group and independent research
- Participation in a weekly Learning Team
- Access to an electronic chat room to discuss materials with other Learning Team members and faculty
- Written assignments
- Quizzes and in-class exams
- Critical-thinking activities
- Exercises

Because of the compressed and intensive nature of undergraduate courses students may not typically complete more than one Social Work course at a time (doubling up). In extenuating circumstances, students may request to double up on a limited case-by-case basis by reaching out to their academic counselor and submitting a formal appeal for college review.

It is important to note that in addition to classroom time, out-of-class time is required for homework, Learning Team meetings, project activities, and comprehensive applied coursework.

### ***Online Resources***

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Several online resources facilitate learning and development of Social Work core competencies. The University of Phoenix learning platform includes student textbooks in electronic format, an extensive online library with multiple databases pertaining to the social work course of study, access to online support (including counseling resources/services), and links to assistance with

academic skills (such as writing, math, and researching skills). The University of Phoenix resources and learning platform are always evolving to meet student needs. Students will access the learning platform throughout academic journey.

## **Bachelor of Science in Social Work (BSSW)**

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The University of Phoenix Bachelor of Science in Social Work (BSSW) program is committed to educating social work professionals to prepare them in providing direct and indirect services related to the care and assistance to individuals, families, groups, and communities in a range of roles and variety of settings.

### ***Program Mission***

The mission of the Bachelor of Science in Social Work program is to empower students to develop into effective, ethical, culturally aware social workers who advocate for social change and promote resilience in a rapidly evolving global environment. Graduates will be prepared to apply knowledge, skills, and social work values to enhance the lives of diverse individuals, families, organizations, and communities.

### ***Program Student Learning Outcomes (PSLOs) Goals***

Graduates will demonstrate an understanding of the following:

1. Students will recognize ethical dilemmas and apply relevant laws, regulations, and codes of ethics to make ethical decisions that promote human and community well-being.
2. Students will apply cultural awareness, self-awareness, and self-regulation skills in engaging and working with diverse clients at the micro, mezzo, and macro system levels.
3. Students will analyze theories of human need and advocate for the advancement of social, economic, and environmental justice.
4. Students will apply research-informed practice and social science research methods and theories to inform and improve social work research, practice, policies, and service delivery.
5. Students will comprehend and translate policies that impact delivery of services at the global, federal, state, and local levels, and advocate for policy and policy change that enhances human and community well-being.
6. Students will apply human behavior in the social environment and other multidisciplinary theoretical frameworks to engage with diverse clients and constituencies using interpersonal and inter-professional skills.
7. Students will identify needs and intervention strategies in collaboration with diverse

- populations and constituencies by applying appropriate assessment methods.
8. Students will compare and contrast interventions, outcomes, policies, and processes to monitor and enhance practice policy and service delivery effectiveness at the micro, mezzo, and macro level.
  9. Students will plan and implement multidisciplinary intervention strategies for achieving agreed-upon goals and enhancing the capacities of diverse populations and constituencies.
  10. Students will demonstrate effective communication in the classroom and workplace.

### ***Program Orientation***

All potential students initially visit with a University of Phoenix Enrollment Representative who will inform a candidate about the University's program policies and processes. During the early courses of the core program, BSSW faculty and staff members orient students to the BSSW program and nine Social Work Competencies, discuss the social work professional identity, provide information about field education requirements, and answer general questions. In addition, students receive academic advisement from their Academic Counselor on key elements, including specifics on program policies and requirements.

### ***Field Education***

Field Education I SWRK 405 and Field Education II SWRK 420 comprise an essential component of the BSSW program. Students must complete the minimum required number of hours for each Field Education (FE) course at an approved agency site. The FE courses represent continued experiential training and require a minimum of 200 total hours each for a total of 400 hours minimum between the two courses. The agencies provide rich and diverse opportunities, which the University believes augments and extends social work knowledge, values, and skills, and affective and cognitive behaviors to engage, assess, intervene, and evaluate at the micro, mezzo, and macro level within a field setting. The field education process is designed to integrate classroom and field components, and is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.

- In the courses that accompany the field placements (SWRK/405 and SWRK/420), students integrate their theoretical understanding with practice, develop their professional identities, and learn to be reflective practitioners through self-evaluation, mutual feedback, and instructor guidance. They develop in-depth case conceptualizations at the micro, mezzo, and macro levels, and in this process gain a deeper understanding of the intersectional and dynamic nature of diversity. They also identify their own areas for growth and methods for self-care in order to sustain their careers as social workers.
- Field education courses provide opportunities for students to serve clients in community settings under supervision by both faculty and supervisors at the sites and provide services to individuals, families, groups, and communities. Students do not begin Field Education until the appropriate prerequisites have been met.
- Field education generally includes opportunities for students to work with diverse

populations in multiple modalities. The courses represent continued experiential training and require a minimum of 400 hours between the two courses (200 hours for each course). Students must earn a C or better in each field course (C- is not permissible). Failure to do so will require the student to retake the course. Students may repeat the course no more than once. Field site supervisor evaluations of student performance assist in determining basic helping skill competencies during the Field Education courses. Students also have an opportunity to evaluate faculty, the Field Education site, and their site supervisors.

- The University enters into contractual agreements with Field Education sites. These agreements clarify expectations and seek to ensure students have a rich training and supervision experience. A list of sites at which students have previously served is made available to students early in the program, and students are encouraged to make careful decisions regarding the selection of Field Education sites. Students sometimes receive employment opportunities in the settings where they have completed their Field Education sessions, although this is not guaranteed.
- Students are required to work with a Field Placement Coordinator to secure and obtain approval for their Field Education sites prior to beginning their Field Education. Choosing from the list of suggested social service agencies may help accelerate the process of gaining agency approval. A student's work/home schedule may require adjustments to effectively meet site requirements and attain the minimum 400 Field Education hours.
- In most cases, Field Education hours will be volunteer hours. However, if a Field Education agency offers a student payment for hours worked, Field Education policies do not prohibit the student from accepting the offer. In such instances, if the student is already a current employee of the agency, the student must perform new duties under a separate Field Education supervisor in order to gain new professional experience and prevent a professional conflict of interest. Students in this scenario are required to complete an "Employed Practitioner Agreement" detailing separate responsibilities, supervision, and schedules, approved by the agency and the Field department in advance of the course.

*Students should access the BSSW Field Handbook for more details on Field Experience requirements and related processes and the Interim COVID-19 Updates Impacting the BSSW Program listed in this Program Manual on page 5.*

## **Professional Standards**

### **University of Phoenix Professional Standards for Candidates in the College of Social and Behavioral Sciences Social Work Program**

Candidates in Social Work programs leading to certification or licensure in Social Work at University of Phoenix are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicums, and/or internships as part of their academic program. As

prospective social workers, candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where the conduct may occur.

The following Professional Standards apply to Candidates in Social Work Programs before, during, and after their field placements, practicums, and internships. The Professional Standards address a candidate's affective attributes and disposition to be a social worker. Monitored behaviors may extend outside the classroom to off-site activities and locations when the candidate's behavior infringes upon the reputation of the University of Phoenix. A corresponding Professional Dispositions Rubric provides additional guidance (see the Professional Dispositions Rubric on page 14).

The Social Work Program adheres to the broader social work community's ethical standards, as reflected in the National Association of Social Workers (NASW) Code of Ethics as well as the additional professional standards put forth by the Social Work Program administration. The University of Phoenix, Social Work program has structured the coursework to meet the Council on Social Work Education (CSWE) 2015 Educational and Policy Assessment Standards (EPAS). Students must also adhere to:

1. ***University of Phoenix Student Code of Conduct***

Guidelines for acceptable student behavior, including academic integrity, at University of Phoenix can be identified in the Student Code of Conduct contained in the Academic Catalog, found here: [Code of Conduct](#)

2. ***National Association of Social Workers (NASW) Code of Ethics***

The Social Work Program adheres to the NASW Code of Ethics. Students are expected to read, understand, and perform in compliance with this code. Candidates can locate the NASW Code of Ethics at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> or here: [NASW Code of Ethics](#)

3. ***Professional Social Workers***

Social work care poses a risk of harm to the public if practiced by professionals who are unprepared or incompetent, and the State, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate social work. Students are required to read, understand, and perform in compliance with their state's social work statutes. Candidates can locate their state's statutes at [Association of Social Work Boards \(ASWB\)](#) or <https://www.aswb.org>

4. ***NASW, ASWB, CSWE, and Clinical Social Work Association (CSWA) Standards for Technology and Social Work Practice***

The standards provided by NASW, ASWB, CSWE, & CSWA describe a uniform set of technology standards for professional social workers to use as a guide in their practice. A copy of this standard can be found here: [NASW, ASWB, CSWE, & CSWA Standards for Technology](#)

5. The candidate is sensitive to community and cultural norms that pertain to the University classroom and field.

6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.

7. The candidate refrains from engaging in social work practice for which the student has not been authorized or for which the student has not been educated/validated.

8. The candidate will participate in and complete work consistent with professional social work practice, including satisfactory performance in the nine competencies identified by CSWE.

These competencies can be found at [www.cswe.org](http://www.cswe.org) or here: [2015 EPAS Competencies](#).

9. The candidate will adhere to College, School, and Agency site policies and procedures.
10. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or NASW Code of Ethics.
11. Candidates in the Social Work Program will assume responsibility for their own health as well as their own behavior.
  - a. Transportation: Candidates are responsible for personal transportation to and from field placement(s).
  - b. Personal Electronic Devices: Candidates are responsible to be aware of and comply with agency policies regarding personal electronic devices.

***Professional Dispositions Rubric***

The Social Work Professional Dispositions Rubric below complements the Professional Standards for Candidates in BSSW Program. Social Work Professional Dispositions Rubric

Disposition*	Description of "At Standard" Indicators
1. The candidate adheres to the University of Phoenix Student Code of Conduct Guidelines for acceptable student behavior.	Participates adhere to the guidelines, to include academic integrity, found in the Student Code of Conduct.
2. The candidate adheres to the National Association of Social Workers (NASW) Code of Ethics.	Candidates in the Social Work program adhere to the NASW Code of Ethics. Students are expected to read, understand, and perform in compliance with this code.
3. The candidate presents themselves as a Professional Social Worker. Social work care poses a risk to of harm to the public if practiced by professionals who are unprepared or incompetent, the state, through its police powers, is required to protect its citizens from harm. That protection is in the form of reasonable laws to regulate social work.	Students are required to read, understand, and perform in compliance with their state’s social work statutes. Candidates can locate their state’s statutes found on the Association of Social Work Boards (ASWB) website. <a href="#">ASWB Website</a>
4. The candidate adheres to NASW and ASWB Standards for Technology and Social Work Practice.	The standards provided by NASW and ASWB provides guidance to social workers on using social networking media in a way that protects clients’ privacy and confidentiality and maintains the standards of professional social work practice. A copy of this standard can be found here: <a href="#">NASW and ASWB Standards for Technology and Social Work Practice</a>

<p>5. The candidate is sensitive to community and cultural norms that pertain to the University classroom and field.</p>	<p>Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, students, and clients; shows an awareness of the context in which s/he is interacting.</p>
<p>6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.</p>	<p>Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and privilege in American society</p>
<p>7. The candidate refrains from engaging in social work practice for which the student has not be authorized or for which the student has not been educated/validated.</p>	<p>Adheres to their state statutes governing the title social worker.</p>
<p>8. The candidate will participate in and complete work consistent with professional social work practice, including satisfactory performance in the nine competencies identified by CSWE. These competencies can be found here: <a href="#">2015 EPAS Competencies</a></p>	<p>Identifies and analyzes important trends in social work; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in social work as they apply to the 2015 EAPS Competencies.</p>

<p>9. The candidate will adhere to College, School, and Agency site policies and procedures.</p>	<p>Attends all required activities and arrives on time; dresses for field placements, practicums, and/or internships in a professional manner; communicates professionally to organizations, staff, and clients; comes to class prepared; respects diversity; volunteers to take on additional responsibilities, as appropriate; participates in professional development opportunities offered in social work setting; maintains privacy and confidentiality.</p>
<p>10. Candidates will refrain from aiding, abetting or inducing another to commit a violation of the Student Code of Conduct or NASW Code of Ethics.</p>	<p>Does not represent the work of others as his/her own; is truthful when making statements about qualifications and competencies; observes contractual commitments and timelines; protects students' and clients' rights to privacy and confidentiality; establishes relationships with co-workers and clients based on courtesy, mutual trust and open communication; respects the uniqueness and characteristics of varying backgrounds; acts within the community in a way which enhances the status of the profession; promotes the improvement of organizational policies; develops an understanding and respect for laws and policies that protect organizations, staff, clients, and communities.</p>
<p>11. Candidates in the Social Work Program will assume responsibility for their own health as well as their own behavior.</p> <p>a. Transportation: Candidates are responsible for personal transportation to and from field placement(s).</p> <p>b. Personal Electronic Devices: Candidates are responsible to be aware of and comply with agency policies regarding personal electronic devices.</p>	<p>Candidates are responsible for maintaining their health and mental health. Candidates will secure transportation to and from field placements and are responsible for complying with policies surrounding personal electronic devices.</p>

A candidate's ability to satisfactorily meet the Professional Standards is a matter of ongoing academic judgment made by faculty, campus staff and campus management. When it is determined by faculty, campus staff, or campus management that a candidate falls short of meeting any of the above Professional Standards, they may file a "Referral Form" with the

Program Chair or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from the Program as appropriate.

Candidates who are separately charged with violating the University of Phoenix Student Code Of Conduct shall be subject to the policies, procedures, and sanctions issued by that office.

### ***Procedure for Processing Professional Standards Referrals***

The College of Social and Behavioral Sciences has instituted processes to ensure candidates are regularly evaluated by faculty and have access to advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, and campus

management, who understand the professions and can offer constructive feedback. It is the intention of the referral process to identify a candidate's deficiencies and promote dialogue on how the candidate can improve and move forward in the program.

During the course of their programs, faculty members, through a review of grades and dispositions, will monitor a candidate's academic progress.

### ***Procedures for Processing Referrals***

#### **A. First Referral**

1. Upon receipt of a Notification of a Referral, the college appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will forward a letter of referral identifying the student's deficiencies in meeting the Supplemental Standards to Resolution Services for review. Upon approval by Resolution Services, the appointed administrator will then notify the student by letter of the referral, identifying the student's deficiencies in meeting the Supplemental Standards.
  - a. NOTE: The appointed administrator may convene a meeting of the Retention Committee if the reported conduct is deemed serious enough to warrant possible recommendation options available to the Retention Committee. (See Sections B and C below)
2. Upon receipt of the Notification of Referral letter, the student must respond in writing within ten (10) calendar days. Failure to respond will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will be reinstated to attendance upon successful completion of the Supplemental Standards process.
3. The appointed administrator and student will agree to a time/date when the student must meet with the appointed administrator or designee to discuss why the referral occurred and whether or not a formal remediation plan will be implemented.
4. The student must meet with the appointed administrator.

5. Failure by the student to meet with the appointed administrator within thirty (30) calendar days will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the appointed administrator will be reinstated upon successful completion of the Supplemental Standards process.
6. The appointed administrator and student will meet for the purpose of discussing the referral and developing a remediation plan to assist the student in correcting identified deficiencies. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.
7. The student will not be permitted to have representation by an attorney or any other third party at any time during the referral process.
8. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan in the time prescribed will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled and may result in an additional referral under the Supplemental Standards. A student suspended for failure to complete the remediation plan will be reinstated upon successful completion of the Supplemental Standards process.
9. The student will be notified in writing upon successful completion of the remediation plan.

## **B. Appointed Administrator Referrals, Second Referrals, and Multiple Referrals**

1. The appointed administrator may refer students to the Retention Committee for conduct deemed serious enough to warrant possible recommendation options available to only the Retention Committee; all second referrals and students with more than two referrals will be referred to the Retention Committee.
  - a. NOTE: Second and Multiple Referrals – Students receiving a second referral or multiple referrals due to failure to meet state-mandated requirements may be allotted additional referrals (the number of which will align with state expectations) prior to convening the RC.
2. Upon receipt of a Notification of a Referral, the appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will then notify the student in writing of the referral and the convening of a Retention Committee, identifying the student's deficiencies in meeting the Supplemental Standards. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the Retention Committee.
3. Upon receipt of the Notification of Referral with Retention Committee letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the

student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will remain suspended pending the decision of the Retention Committee.

4. After the student responds, the appointed administrator shall convene a meeting of the Retention Committee as described below.
5. The student will not be permitted to have representation by an attorney or any other third party at any time during the process.
6. The student will be notified in writing of the decision of the Retention Committee, including any right of appeal.

### **C. Retention Committee**

1. The Retention Committee is comprised of the appointed administrator or designee and at least two (2) faculty members within the student's College.
2. The appointed administrator and the student will agree to a time/date that the student must meet with the Retention Committee.
3. Failure by the student to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the Retention Committee will remain suspended pending the decision of the Retention Committee.
4. The student must participate in a dialogue with the Retention Committee to discuss why the referral occurred and whether a formal remediation plan or withdrawal from the program shall be implemented. The Retention Committee members shall discuss with the student the issues or problems that appear to be hindering the student's academic progress and the student is expected to provide insight regarding the referral and possible solutions.
5. The student will not be permitted to have representation by an attorney or any other third party during the process.
6. After meeting with the student, the Retention Committee members shall dismiss the student from the meeting prior to their deliberations on a recommendation. The Retention Committee shall make one of the following recommendations:
  - a. Take no action;
  - b. Institute a formal remediation plan; or
  - c. Withdraw the student from the program.
7. The Retention Committee shall issue a summary report, generally containing findings and recommendations, to the college appointed dean, who has the ultimate authority to accept, reject, or modify the recommendations of the Retention Committee and render the decision.

## **D. Decision**

### **1. Take No Action**

- a. Upon a decision to take no action, the student will be notified in writing of the decision.
- b. A decision to take no action may be taken into consideration should the student receive any future referral.
- c. A decision to take no action is final and cannot be appealed.

### **2. Institute a Formal Remediation Plan**

- a. Upon the decision that a formal remediation plan be instituted, the student will be notified in writing of this decision and directed to contact the appointed administrator.
- b. Upon notification, the student is expected to contact the appointed administrator within thirty (30) calendar days for the purpose of scheduling a meeting to develop a remediation plan to assist the student in correcting identified deficiencies. Failure by the student to meet with the appointed administrator within thirty (30) calendar days of notification may result in an additional referral under the Supplemental Standards.
- c. The student will not be permitted to have representation by an attorney or any other third party during the process.
- d. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.
- e. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan within the prescribed time may result in an additional referral under the Supplemental Standards.
- f. A recommendation decision by the Retention Committee to institute a formal remediation plan is final and cannot be appealed.

### **3. Program Withdrawal**

- a. Upon decision that the student be withdrawn from the program, the student will be scholastically suspended and notified in writing.
  - i. A student who does not successfully complete the student teaching, practicum, internship or field experience within two (2) attempts will be withdrawn from the program and scholastically suspended (per program policy) without going through the Retention Committee.
- b. The student notification of program withdrawal and scholastic suspension will inform the student of the right to appeal this decision to the Central Administration Appeals Committee by filing a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the student with information on submitting such appeal.
- c. If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal becomes a final decision, the student will remain scholastically suspended, and there is no further appeal.

## **E. Central Administration Appeal Committee**

1. The Central Administration Appeals Committee, facilitated by Resolution Services, is generally comprised of the Dean from the appropriate college, an Assistant or Associate Dean from the appropriate college or designee, and a Vice Provost of Academic Affairs or designee.
2. The Central Administration Appeals Committee will review information provided by the campus, which shall consist of any information considered by the Retention Committee and the student's statement of appeal.
3. The Central Administration Appeals Committee shall make one of the following decisions:
  - a. Reject the withdrawal and remand back to the campus to reinstate into the program and remediate if applicable; or
  - b. Uphold the program withdrawal.
4. Students are not entitled to representation by an attorney or any other third party at any point in the process. If the violation involved allegations of sexual assault, domestic violence, dating violence or stalking, then the Accused and the Accuser are entitled to the same opportunity to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice.
5. The student will be notified in writing of the Central Administration Appeals Committee decision.
6. The decision of the Central Administration Appeals Committee is final.

## **Professional Advisement**

Professional advising is available to students and provided by both social work program faculty and staff. Professional Advisors are social work faculty and staff that help guide students regarding professional licensure, graduate school opportunities, career options, and field placement ideas. They also may coach students regarding professional dispositions and skills as student progress through the program. One way students may request professional advising is through an online form, available in the Social Work program Library Guide. The Library Guide is available throughout the program and offers course materials such as supplemental readings and multimedia resources and other professional resources and program-specific content. The professional advising form is available in the "[Professional Development](#)" section of the Library guide. Once submitted, the student request will be routed to a general program inbox and a social work faculty or staff member will communicate with the student to arrange a phone or email conversation. This opportunity is continuously available, and students can reach out to faculty/staff whenever the need arises throughout the program.

## Academic Requirements

### *Minimum Grade Requirements*

BSSW students are held to specific academic performance standards: 1) Program grade point average requirement; 2) Minimum grade requirement in BSSW entry course and field courses; and 3) Minimum grade requirement in all other BSSW courses (excludes entry course and field courses). These requirements are further explained below.

- ***Program Grade Point Average (GPA) requirement:*** BSSW students must earn a minimum GPA of 2.0. If students' GPA fall below 2.0, they will be placed on *Academic Probation* (AP) status. Students receive a formal written notification when they are placed on AP status. Students on AP status are restricted to a period of four consecutive program-applicable courses to bring their GPA to the minimum requirement for their program.

If students on AP status do not increase their program GPA to a 2.0 or higher at the end of the probationary period (four courses), students will be placed on *Academic Disqualification* (AD). Students receive a formal written notification when they are placed on AP status. Students placed on AD status: a) will be administratively withdrawn from the University and are not eligible to re-enroll until six months from the date of disqualification; and b) may not transfer to another program.

Upon returning, students on AD status are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until the minimum program GPA has been achieved.

- ***Minimum grade requirement in BSSW entry course:*** Students are required to achieve a minimum grade of "B" or better in their first Social Work course, *SWRK/200 – Introduction to Social Work*. A "B-" grade is not acceptable. Students must receive a "B" or better in order to progress in the BSSW program.

Students who fail to meet the minimum grade requirement for *SWRK/200* will be scholastically disqualified (SD) and will be allowed to repeat the class once. Students receive a formal notification when they are placed on SD status. Students who have been scholastically disqualified from *SWRK/200* will not be allowed to continue in their degree program until they have taken the following steps:

1. Completion of the academic progression student agreement form, signed by the student and returned to the appointed administrator.
2. Retake of the course which placed them on scholastic disqualification and satisfy the grade requirement.

Students who fail to meet the minimum grade requirement after the second attempt will be permanently withdrawn from the program and will be placed on scholastic suspension.

- ***Minimum grade requirement in BSSW field courses:*** BSSW students must obtain a "C" or better in their two field courses, *SWRK/405 Field Education I* and *SWRK/420 – Field Education II*. A "C-" grade is not acceptable. Students who fail to meet the minimum grade requirement for *SWRK/405* and *SWRK/420* receive a formal notification when they are placed on SD status and are required to follow the professional standard referral process. Field Education is a key component of the BSSW program and failure to meet the

minimum grade requirement will require a robust remediation plan with input from a college designee.

Students who fail to meet the minimum grade requirement for SWRK/405 and SWRK/420 will be scholastically disqualified and will be allowed to repeat the class once, pending the outcome of the referral process. Students who fail to meet the minimum grade requirement after the second attempt will be permanently withdrawn, per policy, from the program and will be placed on scholastic suspension.

- ***Minimum grade requirement in all other BSSW courses (excludes entry course and field courses):*** With the exception of courses with a higher minimum grade requirement (SWRK/200, SWRK/405, SWRK/420), all BSSW students must obtain a “C-“ or better on their BSSW coursework. Students who do not achieve this standard will not earn credit for the course and will be required to retake the course and achieve a C- or better in order for credit to be earned. While there are no limits on the number of retakes for these courses, students continue to be held to the program GPA requirement of 2.0.

### ***Academic Credit for Previous Relevant Experience***

Academic credit for relevant life experience and work experience is not given, in whole or in part, in lieu of the field practicum or for courses in the professional foundation areas specified in the CSWE Educational and Accreditation Standards.

### **Class Participation Guidelines**

Grading the student both individually and as a group member is a complex task for the faculty member. The philosophy of University of Phoenix is to encourage active student participation each week to augment the learning; thus, the faculty member must be able to objectively and subjectively grade participation.

In most courses, part of the student’s grade is derived from class participation or is a factor in Learning Team assignments. Faculty may use the following outline as a suggested class participation guide:

1. With regard to group involvement, the student:
  - a. contributes to group discussion frequently
  - b. chooses topics relevant to the topic being presented in class at that time
  - c. demonstrates interest in discussion
  - d. actively listens to others
  - e. leads group discussion
  - f. serves as a group spokesperson
  - g. relates theory to practice in group discussion
  - h. asks questions
  - g. is prepared for group discussion
  - h. enhances the group presentation
  - i. does not dominate or monopolize group discussions
2. With regard to class involvement, the student:

- a. shows interest in faculty and class discussion
- b. asks pertinent questions in class
- c. relates theory to practice
- d. contributes to class discussion frequently
- e. brings materials to share with the class (at least once)
- f. makes an effort to involve classmates in discussions

## **University of Phoenix Approved Writing Style Guide**

The University of Phoenix writing style guide is the Publication Manual of the American Psychological Association (7th ed.). In the University of Phoenix Course Materials, this book is referred to as both the APA manual and the UOPX-Approved Style Guide.

*Note.* Students are expected to have well-developed writing skills appropriate for undergraduate-level work and to understand APA writing style format.

The APA manual contains specifications for researching, writing, documenting, and formatting typewritten work. The nature of each assignment will dictate which sections of the manual are useful. For example, students might consult the manual to determine how to outline a five-page paper, write citations, and format the paper (including title page and reference page). The Center for Writing Excellence houses a tutorial on APA style for students and faculty.

## **Faculty Overview**

Faculty members for the BSSW program are leaders in the social work community. Selected faculty have distinguished themselves through effective practice, professional service, and demonstrated knowledge. All faculty members in the BSSW program are active in the human service community, providing direct services, supervising social workers, volunteering for professional organizations, or serving as agency administrators. Faculty members in the BSSW program demonstrate continued learning and professional service throughout their employment at University of Phoenix.

## **Relationships between Students and Faculty**

Because faculty members are active within the social work community, there is an increased possibility a student will have contact with faculty members outside of the educational setting. For example, students may work at the same agency as a faculty member.

There are potentially beneficial aspects to this relationship. For example, faculty members with whom students are familiar or comfortable can function as mentors for the student. Faculty members can mentor students through such activities as writing manuscripts, presenting at conferences, attending meetings of professional organizations, and discussing theoretical perspectives or career options. However, the possibility of interactions outside the educational setting requires vigilant attention to ethical boundaries. In such cases, faculty and students should openly discuss the potential for dual relationships and conflicts of interest and determine boundaries for interaction and evaluation prior to engaging in multiple roles. Students are expected to become familiar with and abide by the *Code of Ethics of the*

National Association of Social Workers (2017).

## Procedures for Disseminating Information

It is important that students are aware of programmatic changes, current professional and academic events, and learning opportunities. Students receive information through mass e-mails, faculty announcements in class, and through UOPX staff members.

## Section II

### Core Curriculum and Preferred Course Sequence\*

\*Program curriculum and required courses for this program are also contained in the Academic Catalog. In the event there are any inconsistencies in program information between the catalog and this Handbook, the catalog controls.

### Bachelor of Science in Social Work (BSSW)

Course	Title	Credit	Duration	Prerequisites
SWRK/200	Introduction to Social Work	3	5 weeks	24 general education credits
SWRK/210	Social Problems and Programs	3	5 weeks	SWRK/200
SWRK/220	Professional and Ethical Behaviors for Social Work Practice	3	5 weeks	SWRK/200
SWRK/301	Communication Techniques	3	5 weeks	SWRK/200
SWRK/310	Human Behavior and the Social Environment I	3	5 weeks	SWRK/301
SWRK/320	Social Welfare Policy and the Law	3	5 weeks	SWRK/301
SWRK/330	Social Work Practice: Individuals and Families	3	5 weeks	SWRK/310
SWRK/340	Social Work Practice: Groups	3	5 weeks	SWRK/310
SWRK/345	Social Advocacy: Child Endangerment and Global Factors	3	5 weeks	SWRK/301
SWRK/350	Social Justice and Diversity in Social Work	3	5 weeks	SWRK/301
SWRK/360	Social Work Practice: Communities and Organizations	3	5 weeks	SWRK/310
SWRK/390	Social Welfare Policy Application	3	5 weeks	SWRK/320 SWRK/345 SWRK/350
SWRK/400	Research and Evaluation in Social Work Practice	3	5 weeks	SWRK/390 Math Proficiency

SWRK/421	Human Behavior in the Social Environment II	3	5 weeks	SWRK/310
SWRK/430	Social Work, Welfare, and Policy: Connections	3	5 weeks	SWRK/320SWRK/345 SWRK/350
SWRK/380	Applying Social Work Practice Skills	3	5 weeks	SWRK/330 SWRK/340 SWRK/360
SWRK/405	Field Education I	3	15 weeks	SWRK/380 SWRK/400 SWRK/421
SWRK/420	Field Education II	3	15 weeks	SWRK/405
SWRK/460	Integration of Social Work	3	5 weeks	SWRK/420
SWRK/470	Social Work Capstone and Portfolio	3	5 weeks	SWRK/460

## *BSSW Course Descriptions*

### **SWRK/200 *Introduction to Social Work (3 credit hours)***

This course introduces students to the foundations of social work and social justice. Students examine the history, philosophical foundation, and theoretical perspectives of the profession of social work and come to understand the nature and causes of major social welfare issues.

### **SWRK/210 *Social Problems and Programs (3 credit hours)***

This course provides an in-depth perspective of social problems and programs. Students develop an understanding of social welfare and the effects of sociopolitical policies on marginalized populations. Students examine the link between special populations in terms of neglect and abuse, as well as the relationship between the social welfare system and the legal systems in relation to the enforcement of victims of abuse laws.

**SWRK/220 *Professional and Ethical Behaviors for Social Work Practice (3 credit hours)*** Social workers are held to an advanced level of professionalism through a code of ethics and practice standards. Students learn how to adhere to these ethical and legal aspects in their work, maintain proper self-care, and be supportive of their discipline's role and responsibilities, which relies on respecting client self-determination, human rights, multiculturalism, and ethnic diversity.

### **SWRK/301 *Communication Techniques (3 credit hours)***

This course provides students with advanced-level knowledge of interviewing, intervention, assessment, and documentation skills needed to perform social work practice. Students develop skills in verbal and written communication and examine the importance of effective documentation from a social and legal perspective.

### **SWRK/310 *Human Behavior and the Social Environment I (3 credit hours)***

This course prepares students for the challenge of intimate working relationships. Students gain an understanding of human growth and development across the lifespan, applying developmental psychological theory, and ecological perspectives to the family and individual lifecycles within a multigenerational cultural context. Students also learn about the lifespan development approach, with a multidisciplinary perspective of human development. Trauma, loss, grief, violence, homelessness, changes in lifestyle, and gender issues are specifically examined. The philosophical, cultural, medical, psychological, and spiritual aspects of life are explored, as well as the differences in working with children, adolescents, and adults and the assessment of complicated grief reactions.

### **SWRK/320 *Social Welfare Policy and the Law (3 credit hours)***

This course focuses on the relationship between political and economic forces and social work policy, as well as how existing laws affect social work practice and social justice initiatives within social work.

### **SWRK/330 *Social Work Practice: Individuals and Families (3 credit hours)***

This course prepares students for social work practice with children, adults, and families. Students integrate the knowledge gained in previous program coursework into the practice of effectively working with families and examine the effect of cultural norms on the family system.

**SWRK/340 *Social Work Practice: Groups* (3 credit hours)**

Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at the group level, as well as how to assess group needs and identify resources for a group. Students gain professional skills for initiating change in groups; understanding issues of social stratification; and managing group conflict, resistance to change, and methods for overcoming resistance.

**SWRK/345 *Social Advocacy: Child Endangerment and Global Factors* (3 credit hours)**

Social work encapsulates individuals working to support a profession concerned with domestic and global social issues that children face. This 5-week course prepares students for the difficult task of assessing, reporting, and treating child abuse.

**SWRK/350 *Social Justice and Diversity in Social Work* (3 credit hours)**

Students learn to advocate for human rights and social justice, exploring diverse strategies for working with groups that may be oppressed due to race, ethnicity, culture, age, gender, sexual orientation, ability, economic status, or other factors. Students learn to recognize how a society's structures and values may oppress, alienate, or marginalize diverse segments of the population.

**SWRK/360 *Social Work Practice: Communities and Organizations* (3 credit hours)**

Students learn to integrate social work theory and practice related to assessment, evaluation, and intervention at community and organizational levels, as well as how to assess community needs and identify community resources. Students gain professional skills for initiating change in organizations and communities, and understanding issues of social stratification, conflict, resistance to change, and methods for overcoming resistance.

**SWRK/390 *Social Welfare Policy Application* (3 credit hours)**

Social welfare policies and legislation are explored in terms of historic rationale, implementation, and effectiveness. Students gain an understanding of concepts and frameworks for analyzing social welfare policies and programs, including their effects on oppressed and at-risk populations. Students recognize the role of social workers as *agents of change* and learn to advocate for social welfare policies that improve the lives of individuals, families, and groups.

**SWRK/400 *Research and Evaluation in Social Work Practice* (3 credit hours)**

The fundamental concepts of research design, data integration, project implementation, and evaluation are taught in this course. Students are expected to communicate their findings by demonstrating the learned components of a sound scientific method of inquiry and annotating peer-reviewed literature for the purpose of service evaluation, professional contribution, and introductory program development.

**SWRK/421 *Human Behavior and the Social Environment II* (3 credit hours)**

This course prepares students for the challenge of macro-level working relationships. Students gain an understanding of the functioning of people within organizations and communities and the groups that compose them. Applying a social psychological perspective to group dynamics, utilizing an ecological and interactionist framework for studying human behavior in a macro setting. Students also learn to infuse the empowerment perspective within an ecosystem framework. The student will explore matters pertaining to globalization with attention to the social

environment and environmental justice, as applied to the interrelationship between nature and society. The relationship between spiritual concepts, the natural realm, and the inclusion of restorative justice and human rights are also discussed.

**SWRK/430 *Social Work, Welfare, and Policy: Connections* (3 credit hours)**

Social work practice integrates social welfare theories with policy analysis in the context of a wide range of settings. Implicit in the social work approach is the commitment to economic and social justice. Students learn how to leverage their integrated approaches to affect the high level of interdisciplinary practice they must perform.

**SWRK/380 *Applying Social Work Practice Skills* (3 credit hours)**

Students build on their professional values, ethics, principles, practice methods, and strengths-based skills learned in the Social Work Practice courses. Students gain an understanding of the application of advanced social work skills.

**SWRK/405 *Field Education I* (3 credit hours)**

This course provides students an opportunity to integrate and apply their generalist practice theories within their field experiences. Students will be required to demonstrate increased knowledge and skills learned from previous coursework. The field experience will be a combination of classroom activities, field supervision, and agency activities as assigned related tasks.

**SWRK/420 *Field Education II* (3 credit hours)**

A continuation of SWRK/405, this course provides 15 additional weeks of supervised generalist practice within the community.

**SWRK/460 *Integration of Social Work* (3 credit hours)**

This course provides a comprehensive review and synthesis of all social work content areas within the generalist framework, including ethics, critical thinking, diversity, human rights, social and economic justice, research, policy, and practice.

**SWRK/470 *Social Work Capstone and Portfolio* (3 credit hours)**

This course is the culmination of students' undergraduate work, a full integration of knowledge, skills, language, and practice exemplary of a social worker prepared to enter the workforce as a general practitioner. The capstone is an individual project that demonstrates the student's readiness for matriculation, which signifies that the student can manage the demands of client work, continuing education, all the ethical and legal standards involved, self-care, advocacy, and basic research and evaluation.

## ***Section III***

### **Program-Specific Policies**

#### ***General Admission Criteria***

As outlined in the University Policies and [Academic Catalog](#) (see undergraduate programs – Undergraduate Admission Requirements), to be admitted to University of Phoenix candidates must have graduated from an accredited high school (or equivalent); demonstrate English proficiency if the student graduated from a country where English is not the official language; have legal residency in the United States; and complete all related state-specific and program specific admission requirements, such as immunization requirements.

In addition to requiring students to meet University of Phoenix’s admission criterion, the BSSW program has instituted additional criterion to help ensure qualified candidates progress to their social work coursework.

The first measure is program/course pre-requisites. In order to be eligible to start BSSW coursework candidates must have earned 24 general education credits. This measure will help ensure candidates have sufficient exposure to college level work prior to commencing their core curriculum.

An additional measure is the minimum grade requirement in the first BSSW course, SWRK/200 Introduction to Social Work. In order to progress in the BSSW program candidates must earn a B or better in SWRK/200 to be eligible to continue in their core social work courses. Students who do not meet this standard will be placed on scholastic disqualification status and are notified in writing of their status. Students who have been scholastically disqualified from SWRK/200 will not be allowed to continue in their degree program until they have taken the following steps:

1. Completion of the academic progression student agreement form signed by the student and returned to the appointed administrator. This form requires students to submit a short reflection on the circumstances that may have contributed to the non-passing grade and their plan to successfully complete the course during the second attempt.
2. Retake of the course to achieve a B or better

Students who fail to meet the minimum grade requirement after the second attempt will be permanently withdrawn from the program and will be placed on scholastic suspension. They receive a written notification by the university of their standing.

An additional measure the BSSW program implements to ensure candidates perform at an acceptable level is a minimum grade requirement for all BSSW courses. Unless otherwise outlined as having a higher-grade requirement, students must earn a C- or better in all BSSW courses. Candidates who do not achieve this minimum grade must repeat the course until the minimum grade requirement is met.

BSSW students are able to access the admission policy to the University and the program progression criterion in the [Academic Catalog](#), which is accessible on the University’s website.

## *Transfer of Credit of Social Work Courses from Other Institutions*

Previous credits earned at a school accredited by the Council on Social Work Education will be reviewed and evaluated by the Office of Admissions and Evaluation to determine how/if the course fits the requirements for the University of Phoenix BSSW degree. The following courses are not eligible for transfer and must be taken at University of Phoenix: SWRK/200, SWRK/330, SWRK/340, SWRK/360, SWRK/380, SWRK/405 and SWRK/420.

## **Resources and General Support**

There is a wide variety of support and resources available to our students via their student portal. Some of these include the following:

Access to free confidential counseling and other resources including information through the Life Resource Center (LRC). The University of Phoenix recognizes the challenges of managing student obligations and life's responsibilities. To help students succeed, the Life Resource Center provides students free, confidential 24/7 online and telephonic support through a variety of services. Students can also access through the website over 5,000 up-to-date articles, tips, resources, self-assessments, skill-builders and tools to support your busy life. To reach the LRC, students may call 866-320-2817.

Information regarding assistance and services for survivors of sexual violence, domestic violence, dating violence and stalking can be found in the “Counseling and Assistance Resources” section of the [University Campus Safety Policies](#).

The University of Phoenix (UOPX) offers qualified students with disabilities reasonable accommodations upon request. These accommodations are determined by the Accessibility and Disability Services Office (ADS) following a consultative, deliberative process between the student and their assigned disability services advisor (DSA). The Accessibility and Disability Services Office provides students with the opportunity to contact a Disability Services Advisor, via email, 24 hours a day. Students needing assistance with accessibility questions or concerns can get more information at <http://www.phoenix.edu/accessibility.html>, or can contact [accessibilitysupport@phoenix.edu](mailto:accessibilitysupport@phoenix.edu).

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## *References*

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- Bureau of Labor Statistics, U.S. Department of Labor. (2021, March 30). Occupational Outlook Handbook: Social Workers – Job Outlook. Retrieved February 19, 2021 from <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm#tab-6>
- Council on Social Work Education. (2015). 2015 Educational Policy and Accreditation Standards. Retrieved from <https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

National Association of Social Workers. (2017). Code of Ethics. Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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*Statement of Acknowledgement and Understanding*

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I, \_\_\_\_\_ (Print Student Name), hereby state that I have downloaded an electronic copy or received a hard copy and have read and understand the Bachelor of Science in Social Work Program Handbook for the University of Phoenix BSSW Degree program. I further state that I acknowledge and will adhere to the Professional Standards for College of Social and Behavioral Sciences students.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



University of Phoenix®

Bachelor of Science in Social Work  
Acknowledgment of Previous  
Criminal and Unethical Behavior

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In order to complete the Bachelor of Science in Social Work program, students are required to complete Field Education service hours in an agency or facility offering social work services.

It is the student's responsibility to check the requirements at the agency or facility to determine whether a previous criminal conviction and/or unethical behavior as defined by [the National Association of Social Workers Code of Ethics](#), may prohibit them from completing the Field Education courses requiring 200 hours in each of two courses (400 total hours).

Students who intend to work in a social work setting or facility in a particular state have the responsibility to ascertain they meet the requirements for placement. Students with a criminal conviction history or known unethical conduct may not be permitted to work in a given position or with clients.

It is the student's responsibility to ascertain whether their criminal history and/or unethical conduct may prohibit their placement or participation in the social work field. The University makes no guarantee or representation that the student will meet all qualifications for such employment for the occupation or profession related to the chosen program. The University and all its instructors and administrations will not be responsible for any cost associated with the program should the student not obtain employment in the social work field.

If a criminal conviction or unethical behavior occurs while the student is enrolled in the program, he/she will be referred to the college's Professional Standards process to determine the appropriate course of action.

I have read the above and understand that if I have a criminal conviction or known unethical conduct, I may be prohibited from completing field education in a social work agency or facility. I further understand that a criminal conviction or known unethical conduct may prohibit my ability to become employed at a social work agency or facility.

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Student Name

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IRN

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Student Signature

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Date