University of Phoenix®

The College of Social and Behavioral Sciences

Program Handbook

Bachelor of Science in Social Work

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Section I

Introduction

Welcome to Social Work Field Education!

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 including 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 on your journey toward a social work degree.

Sincerely,

Samantha Dutton, Ph.D., LCSW BSSW Program Director
Associate Dean, College of Social and Behavioral Sciences

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 Bachelor of Science in Social Work Program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds the criteria for the assessment of program quality evaluated through a peer-review process. An accredited program has sufficient resources to meet its mission and goals and the Commission on Accreditation has verified that it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation 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.

For more information about social work accreditation, you may contact Accreditation.

Criminal Conviction and/or Unethical Behavior

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 acknowledgment 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 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 400 total hours.

Student State of Residence

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

Overview of the BSSW Program

The BSSW program at University of Phoenix meets the needs of working adults who wish to pursue an undergraduate degree in social work. According to the Bureau of Labor Statistics (BLS), the job growth for the community and social service and social workers is projected to be 9 percent between 2021 and 2031 (BLS, 2023). 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.

The 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: "Social work education at the baccalaureate level shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership." CSWE, 2022) The 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.

[1] Employment outcome data reflects both Master's and Bachelor's levels. Data are not disaggregated. This data is not specific to University of Phoenix students or graduates.

Licensure and State Requirements

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 in which it is offered. 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 on state agency licensure requirements and they can be found at www.phoenix.edu/state-licensure-requirements/social-work.

The College of Social and Behavioral Sciences has made a determination if program requirements in your home state meets, does not meet, or, after all reasonable efforts, no determination has been made. Please check this list found at www.phoenix.edu/state-licensure-requirements/social-work regularly prior to contacting your state agency for state-specific requirements.

Licensure and certification for BSSW-prepared social workers vary 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 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 (BSSW) degree from a program accredited by the Council on Social Work Education (CSWE). (See Accreditation Section in this Manual).

Check here for your state's licensure requirements.

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

Social Work Competencies

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

(CSWE) recently released the 2022 Educational Policy and Accreditation Standards (EPAS), which included updates to these nine competencies. UOPX BSSW candidates enrolled on or after April 1, 2023 are following the 2022 EPAS and associated competencies. BSSW candidates enrolled prior to April 1, 2023 are following the 2015 EPAS and associated competencies.

CSWE Competencies (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

CSWE Competencies (2022):

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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 the CSWE social work competencies. Students demonstrate competency through the 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.

Each student also completes their Field Experience in either two 15-week Field Education Experiences in Field Education I and Field Education II , or in a single 15-week block placement Field Education Block. The field education courses fall within the standard course sequence and do not extend the program length.

Online Resources

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

Bachelor of Science in Social Work (BSSW)

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

BSSW candidates enrolled prior to April 1, 2023:
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 the 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.

BSSW candidates enrolled on or after April 1, 2023:

1. Apply ethical and professional behavior in a social work setting
2. Apply advocacy strategies to advance human rights and social, racial, economic, and environmental justice
3. Apply anti-racism, diversity, equity, and inclusion in practice strategies
4. Apply practice-informed research and research-informed practice in a social work setting
5. Analyze policies related to social work practice
6. Apply social work skills to engage with individuals, families, groups, organizations, and communities
7. Apply assessment skills with individuals, families, groups, organizations, and communities
8. Apply intervention skills with individuals, families, groups, organizations, and communities
9. Analyze practice outcomes with individuals, families, groups, organizations, and communities

Program Orientation

All potential students initially consult with a University of Phoenix Enrollment Representative who informs the student 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.

Additionally, professional advising is continuously available to students as needed and provided by both social work program faculty and staff. Professional Advisors are social work faculty and staff that guide students regarding professional licensure, graduate school opportunities, career options, and field placement ideas. They may also coach students regarding professional dispositions and skills as students progress through the program. To access professional advisement visit - [Professional](#) Development - Social Work - University Library at University of Phoenix. More information on professional advisement is included under the "Professional Advising" section in the handbook below.

Field Education

Field Education I and Field Education II (or the compressed Field Education Block) comprise an essential component of the BSSW program. Students must complete the minimum required number of hours for each Field Education (FE) course(s) at an approved agency site. The FE courses represent continued experiential training and require a minimum of 200 total hours each (for the two-course series) and a total of 400 hours for the Field Education Block. The agencies provide rich and diverse opportunities, which the University believes augments and extends social work knowledge, values, 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 (Field Education I and Field Education II or Field Education Block), 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. Students must earn a B or better in each field course (B- 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.

Professional Standards

Supplemental & Professional Standards for Candidates in Select Programs

Candidates in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, candidates who will be interacting with members of the community, i.e., students, patients, families, and clients, participate in external activities as part of their academic program and are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, candidates are also expected to follow the Supplemental and Professional Standards for their respective program ("Standards"), as both address a candidate's affective attributes and disposition to be in the selected chosen profession. Adherence to these standards includes off-site activities and locations when the candidate's behavior affects the reputation of the University and/or the integrity of the program.

A candidate's ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure candidates refrain from unsafe or unprofessional practices.

Definitions
Academic Judgment: The College's assessment of whether the candidate's behavior demonstrates the attributes and disposition to be in the selected chosen profession.

Candidate: Any student who enrolls in a licensure or certification program or a program that has anticipated interactions with members of the community.

Off-Site Activities: Field Placement, Clinical, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the candidate's program at a location other than the classroom.

Referral: Notice to the College that a candidate may be in violation of one or more of these standards.

Remediation Plan: The method the College uses to remediate the candidate to return to the program, if possible.

Supplemental Standards

1. The candidate is sensitive to community and cultural norms that pertain to the University classroom and off-site activities and locations.
2. The candidate contributes to a positive climate in the University classroom and all off-site activities and locations.
3. The candidate adheres to College, clinical, and agency site policies and procedures.
4. The candidate participates in off-site activities consistent with their respective professional practice, including satisfactory performance of all required skills specified.
5. The candidate meets all state-mandated requirements for certification and/or licensure.
6. The candidate only engages in practice for which they have been authorized or for which they have been educated/validated.
7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themself and those with whom they interact.
9. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
10. The candidate is committed to reflection and assessment and is open to receiving feedback.
11. The candidate is willing to give and receive help.
12. The candidate is a thoughtful and responsive listener.
13. The candidate maintains a pattern of meeting requirements in courses and external placements.
14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas, and understanding in their chosen field.
15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional in their field.
16. The candidate is responsible for personal transportation to and from off-site activities.
17. The candidate maintains professionalism and confidentiality in all settings, including virtual settings.
18. The candidate is committed to establishing a safe and supportive environment.

College of Social and Behavioral Sciences

Social Work

Candidates in the Social Work program are required to adhere to the broader social work community's ethical standards and to the following:

1. National Association of Social Workers (NASW) Code of Ethics

The Social Work Program adheres to the NASW Code of Ethics. Candidates 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

2. Professional Social Workers

Social work care poses a risk 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 at: https://www.aswb.org/licenses/

3. National Association of Social Workers, Association of Social Work Boards, Council on Social Work Education, and Clinical Social Work Association Standards for Technology

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 these standards can be found at: https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

4. Candidates are required to 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:

2015 EPAS Competencies (for BSSW candidates enrolled prior to 4/1/2023)

OR

2022 EPAS Competencies (for BSSW candidates enrolled on or after 4/1/2023)

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.	Participants adhere to the guidelines, including 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	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. ASWB Website

harm. That protection is in the form of reasonable laws to regulate social work.	
4. The candidate adheres to NASW and ASWB Standards for Technology and Social Work Practice.	The standards provided by NASW and ASWB provide 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: NASW and ASWB Standards for Technology and Social Work Practice
5. The candidate is sensitive to community and cultural norms that pertain to the University classroom and field.	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.
6. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.	Listens to others' perspectives respectfully; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and privilege in American society
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.	Adheres to their state statutes governing the title of social worker.
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: 2015 EPAS Competencies (for BSSW candidates enrolled prior to 4/1/2023) OR 2022 EPAS Competencies (for BSSW candidates enrolled on or after 4/1/2023)	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.
9. The candidate will adhere to College, School, and Agency site policies and procedures.	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.

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.	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.
11. Candidates in the Social Work Program will assume responsibility for their health as well as their behavior.

Transportation: Candidates are responsible for personal transportation to and from field placement(s).

Personal Electronic Devices: Candidates are responsible to be aware of and comply with agency policies regarding personal electronic devices. | 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. |

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.

Supplemental and Professional Standards Referral Process & Procedure

Upon notice that a candidate may not be meeting one or more of the Standards, the College will review the information, the candidate's history, and any additional information that will assist in

appropriately addressing the issue(s) presented. If the respective College determines that a candidate may not be meeting one or more of the Standards, they may file a Referral.

Referrals provide the College the opportunity to review the candidate's behavior and determine whether counseling, remediation, or withdrawal from the program is appropriate. The process is designed to be remedial, as the goal is for candidates to understand what is expected of them to be successful in their profession.

If at any time during the process the candidate fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy *in addition* to these standards.

A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Candidates are not subject to expulsion for a Standards violation, only for a violation of the Student Code of Conduct if found responsible.

Notice of Referral

1. Once the College determines a Referral should proceed, the candidate will be provided a Letter of Referral identifying the applicable Standards and the student's deficiencies in meeting them.
2. Candidates have ten (10) calendar days from the date of receipt to provide a written response to the College. Candidates are required to respond to the Letter of Referral.
   a. Failure to respond may result in the candidate being indefinitely suspended at the conclusion of the current course or immediately if not currently enrolled.
3. The candidate is required to meet with the College for the purpose of discussing the Referral and, if necessary, developing a Remediation Plan to correct identified deficiencies.
4. If a candidate fails to meet with the College within thirty (30) calendar days of the date of receipt of the Letter of Referral, the candidate will be suspended at the conclusion of the current course or immediately if the candidate is not currently enrolled. The candidate will remain suspended indefinitely until the Referral is resolved.

Remediation Plan

In the event a candidate is placed on a Remediation Plan, they will be provided with a written copy. The Remediation Plan includes what is required of the candidate and the allotted timeframe for completion. The College has final authority over the terms of the Remediation Plan.

1. The candidate is expected to maintain regular contact with the College regarding their progress, including any barriers to completion.
2. The candidate must complete the Remediation Plan requirements in the time prescribed and submit documentation of completion to the College for review.
3. After review of the documentation by the College, the candidate will be notified in writing whether the Remediation Plan was successfully completed.
4. If a candidate does not successfully complete the Remediation Plan, the candidate will be suspended at the conclusion of their current course or immediately if not currently enrolled. Non-completion may also result in an additional Referral.
   a. A student suspended for failure to complete the Remediation Plan will be reinstated upon successful completion of the Remediation Plan.

Retention Committee

For candidates with more than one Referral or who engage in serious misconduct, the College may refer students to a Retention Committee. Any candidate with a history of more than two Referrals may be automatically referred to a Retention Committee.

1. Candidates will be notified in writing of the convening of a Retention Committee and potential outcomes.
2. Candidates have ten (10) calendar days from the date of notice to provide a written response.
   a. Failure to respond may result in the candidate being suspended at the conclusion of the current course or immediately if not currently enrolled. A candidate suspended solely for failure to respond will remain suspended until the candidate's response is received and the student has met with the Retention Committee.
   b. The candidate will be notified in writing of the decision of the Retention Committee, including any right of appeal.
3. Failure by the candidate to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the candidate being suspended indefinitely at the conclusion of the current course or immediately if not currently enrolled. A candidate suspended solely for failure to meet with the Retention Committee will be reinstated upon meeting with the Retention Committee.
4. The Retention Committee is comprised of one member of College leadership and two (2) faculty members within the candidate's College.
5. The candidate has the opportunity to address the Retention Committee and is expected to provide insight regarding the Referral. The Retention Committee and the candidate will address the issues that appear to be hindering the candidate's academic progress and possible solutions. The Retention Committee will determine whether a Remediation Plan or withdrawal from the program is necessary.
6. After meeting with the candidate, the Retention Committee will deliberate and make one of the following decisions:
   a. Take no action;
   b. Institute a Remediation Plan; or
   c. Withdraw the candidate from the program.

Decision

The candidate will be notified in writing within seven business days of the Retention Committee's decision and information on the appeal process if applicable. Any decision by the Retention

Committee is part of the candidate's record and may be taken into consideration should the candidate receive any future referral.

1. **Take No Action**
    a. No further action steps are necessary by the candidate.
    b. A decision to take no action is final and cannot be appealed.

2. **Institute a Remediation Plan**
    a. A Remediation Plan will be instituted according to the above-titled section.
    b. A decision to institute a Remediation Plan is final and cannot be appealed.

3. **Withdraw the Candidate from the Program**
    a. Upon a decision that the candidate be withdrawn from the program, the candidate will be scholastically suspended.
    b. A summary report, generally containing findings and recommendations, will be forwarded to the College Dean, who has the ultimate authority to accept, reject, or modify the recommendation of the Retention Committee and render a final decision.
    c. The candidate has the right to appeal a final program withdrawal to the Central Administration Appeals Committee (CAAC).
        i. The candidate must file a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the student with information on submitting such an appeal.
        ii. If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal is final and the student will remain scholastically suspended.
    d. Central Administration Appeals Committee
        i. The CAAC is comprised of three senior University representatives, at least one of which is from the appropriate College.
        ii. The CAAC reviews information provided by the College, including any information considered by the Retention Committee and the candidate's written appeal.
        iii. The CAAC will make one of the following decisions:
            a. Uphold the program withdrawal.
            b. Reverse the withdrawal and reinstate the candidate back into the program and remediate, if applicable.
        iv. The student will be notified in writing of the CAAC's decision.
        v. The decision of the CAAC 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 may also coach students regarding professional dispositions and skills as students 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' GPAs 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.
  - o 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.
  - o Upon returning, students whose program GPA is more than 20% below the minimum program requirement (e.g., 1.6 GPA for programs that require a 2.0 GPA and 2.4 GPA for programs that require a 3.0 GPA) are required to retake or replace the program applicable course(s) with the lowest grade(s) earned until they are within 20% of their program's minimum required GPA.

- **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.
  - o 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.

3. 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 all other BSSW courses (excludes entry courses and field courses)**: With the exception of courses with a higher minimum grade requirement (SWRK/200 and the Field Education courses), 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.

- **Minimum grade requirement in BSSW field courses**: BSSW students must obtain a "B" or better in their two field courses, Field Education I and Field Education II OR Field Education Block. A "B-" grade is not acceptable. Students who fail to meet the minimum grade requirement for Field Education I and Field Education II or 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.
  - o Students who fail to meet the minimum grade requirement for Field Education I and Field Education II or Field Education Block 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.

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.

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, serving as agency administrators, or engaging in other related types of professional social work service field. Faculty members in the BSSW program demonstrate continued learning and professional service through their existing roles as social work practitioners and 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 (2021)](#).

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 a wide range of methods, such as emails, texts, faculty announcements in class, notifications through UOPX staff members, and phoenix.edu updates, among others.

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.

BSSW candidates enrolled prior to April 1, 2023:

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/320 SWRK/345 SWRK/350
SWRK/380	Applying Social Work Practice Skills	3	5 weeks	SWRK/330 SWRK/340 SWRK/360
SWRK/460	Integration of Social Work	3	5 weeks	SWRK/420 or SWRK425
SWRK/470	Social Work Capstone and Portfolio	3	5 weeks	SWRK/460

BSSW candidates enrolled on or after April 1, 2023:

Course	Title	Credit	Duration	Prerequisites
SWRK/200	Introduction to Social Work	3	5 weeks	36 general education credits
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/311	Human Behavior and the Social Work Environment	3	5 weeks	SWRK/301
SWRK/321	Social Work Policy	3	5 weeks	SWRK/311

SWRK/346	Social Work Advocacy	3	5 weeks	SWRK/311
SWRK/350	Social Justice and Diversity in Social Work	3	5 weeks	SWRK/321; SWRK/346
SWRK/399	Research and Evaluation in Social Work Practice	3	5 weeks	SWRK/350
SWRK/401	Social Work Practice: Engage	3	5 weeks	SWRK/399
SWRK/402	Social Work Practice: Assess	3	5 weeks	SWRK/401
SWRK/403	Social Work Practice: Intervene	3	5 weeks	SWRK/402
SWRK/404	Social Work Practice: Evaluate	3	5 weeks	SWRK/403

Field Education

In addition to the courses listed above, students must complete 6 credits of Field Education coursework. Students have the option to complete two 15-week Field Education courses (Field Education I and Field Education II) OR a single 15-week course (Field Education Block). Students cannot complete Field Education Block and Field Education I or Field Education II.

Exception: Students who have posted attendance in a Field Education course, who decide they want to change from the single to the two Field Education courses, or vice versa, must appeal to SAC. SAC approval must be on file before the new Field Education course(s) can be scheduled.

BSSW candidates enrolled prior to April 1, 2023:

Course Id	Course Title	Credits	Length	Prerequisites
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/425	Field Education Block	6	15 weeks	SWRK/380, SWRK/400, SWRK/421

BSSW candidates enrolled on or after April 1, 2023:

Course Id	Course Title	Credits	Length	Prerequisites
SWRK/405	Field Education I	3	15 weeks	SWRK/404
SWRK/420	Field Education II	3	15 weeks	SWRK/405
SWRK/425	Field Education Block	6	15 weeks	SWRK/404

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 professional dispositions of social work, the scope of practice, National Association of Social Workers (NASW) Code of Ethics, and professional identity. Students also identify careers within social work, boundaries, other professionals, and cultural competence.

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)
Students will use the National Association of Social Workers (NASW) Code of Ethics to navigate ethical issues and dilemmas faced by social workers throughout their careers. Students will gain exposure to these ethical and legal aspects in social work, learn proper self-care, and how to support the discipline's role and responsibilities.
.

SWRK/301 Communication Techniques (3 credit hours)
This course introduces students to social work communication theory and techniques, including verbal, non-verbal, and written communication. Students develop an understanding of culturally appropriate and professional communication. Students develop verbal and written communication skills to develop professional relationships.

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/311 Human Behavior and the Social Environment (3 credit hours)

This course introduces students to human development and functioning across the lifespan using a strengths-based biopsychosocial approach. Consideration is given to the person-in-environment and ecosystems theory as students study developmental content in preparation for professional social work practice.

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/321 Social Work Policy (3 credit hours)

This course focuses on utilizing rights-based, anti-racist, and anti-oppressive lenses to assess how social welfare policies influence the delivery of and access to social services. Students apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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/346 Social Work Advocacy (3 credit hours)

Students are introduced to the role of the social work advocate. The role includes acting as advocates for their clients in multiple facets that advance human rights and social, racial, economic, and environmental justice. Students learn advocacy skills such as communication, collaboration, presentation, and maintaining professional relationships.

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

Students will learn to engage in practices that advance human rights to promote social, racial, economic, and environmental justice as well as demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. Students will demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in

working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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/399 Research and Evaluation in Social Work Practice (3 credit hours)

Students will learn ethical, culturally informed, anti-racist, and anti-oppressive approaches to critically evaluate research to inform decision making in their practice and articulate how their practice experience informs research and evaluation decisions. The course will include ways to analyze inherent bias in current literature and research. Students will learn to articulate and share research findings in ways that are usable to a variety of clients and constituencies.

SWRK/401 Social Work Practice: Engage (3 credit hours)

Students learn to engage with and on behalf of individuals, families, groups, organizations, and communities. Students reinforce the theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Students will learn to be self-reflective and understand bias, power, and privilege to advocate for human rights. Students will utilize an anti-racist and anti-oppressive framework to evaluate how their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.

SWRK/402 Social Work Practice: Assess (3 credit hours)

Students will learn that assessment is an ongoing component of the dynamic and interactive process of social work practice. Students will understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they will critically evaluate and apply this knowledge in culturally responsive assessment with individuals, families, groups, organizations, and communities. Students will demonstrate self-reflection and develop an understanding of how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

SWRK/403 Social Work Practice: Intervene (3 credit hours)

Students will understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. Students understand theories of human behavior, person-in-environment, and other

interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions. Students understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve goals.

SWRK/404 Social Work Practice: Evaluate (3 credit hours)

Students will understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with individuals, families, groups, organizations, and communities. Students evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Students apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Students understand theories of human behavior and person-in-environment, as well as inter-professional conceptual frameworks, and critically analyze and apply this knowledge in evaluating outcomes.

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 a supervised practice environment. Students will be required to demonstrate increased knowledge, skills, and competencies learned in previous coursework and necessary for professional practice. The field experience will be a combination of classroom activities, field supervision, and field-based generalist practice tasks.

SWRK/420 Field Education II (3 credit hours)

A continuation of SWRK/405, this course provides 15 additional weeks of supervised field experience within the community to prepare for entry-level generalist practice.

SWRK/425 Field Education Block (6 credit hours)
This course provides students an opportunity to integrate and apply their generalist practice theories within a supervised practice environment. In this compressed format, students will perform all field requirements within one 15-week course. Students will be required to demonstrate increased knowledge, skills, and competencies learned in previous coursework and necessary for professional practice. The field experience will be a combination of classroom activities, field supervision, and field-based generalist practice tasks.

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, 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, 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 criteria to help ensure qualified candidates progress to their social work coursework.

The first measure is program/course prerequisites. This measure will help ensure candidates have sufficient exposure to college-level work prior to commencing their core curriculum:

> _BSSW candidates enrolled prior to April 1, 2023:_
> In order to be eligible to start BSSW coursework candidates must have earned 24 general education credits.
>
> _BSSW candidates enrolled on or after April 1, 2023:_
> In order to be eligible to start BSSW coursework candidates must have earned 36 general education credits.

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 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 written notification from 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:

BSSW candidates enrolled prior to April 1, 2023: SWRK/200, SWRK/330, SWRK/340, SWRK/360, SWRK/380, SWRK/405, SWRK/420, and SWRK/425.
BSSW candidates enrolled on or after April 1, 2023: SWRK/200, SWRK/401, SWRK/402, SWRK/403, SWRK/404, SWRK/405, SWRK/420, and SRK/425

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 the website with over 5,000 up-to-date articles, tips, resources, self-assessments, skill-builders, and tools to support their 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.

References

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National Association of Social Workers. (2021). Code of Ethics. Retrieved from https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Appendix I – Acknowledgement of Previous Criminal and Unethical Behavior

University of Phoenix® **Bachelor of Science in Social Work Acknowledgment of Previous Criminal and Unethical Behavior**

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 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.

_____   _____
Student Name   IRN

_____   _____
Student Signature   Date