



SCHOOL OF APPLIED STUDIES
Social Work

BSW STUDENT HANDBOOK

2024 - 2025



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Welcome

Welcome, Pre-BSW and BSW students--we are pleased that you have chosen this program for your undergraduate education and are committed to providing you with a high-quality learning experience.

We hope your time here will result in personal growth, professional development and preparation, intellectual stimulation, and life-long relationships. We trust that you will find this program to be engaging, challenging, and rewarding.

The BSW Student Handbook, along with our departmental website <https://washburn.edu/bsw> and the [University Undergraduate Catalog](#), will provide you with valuable information and critical policies and procedures to guide your educational experiences. You should familiarize yourself with the Handbook and refer back to it during your time in the program. Your academic advisor and departmental faculty are also available to assist you with questions and concerns not addressed in this handbook.

We wish you great success on your journey toward professional social work practice. We are glad you joined the Washburn family. Ichabods forever!

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(She/Her)
Asst. Professor
BSW Program Director

The Social Work Department reserves the right to make any changes deemed necessary at any time in its policies, practices, academic programs, courses, schedules, or calendars. This includes the right to correct clerical or typographical errors in any/all of its printed and/or online documents. This BSW Student Handbook is a working document and may be amended as necessary.

Table of Contents

Welcome	1
Mission, Vision, & Values of Washburn University	5
Inclusivity Statement	5
Notice of Non-Discrimination/Safe Educational Environment	5
Washburn University Undergraduate Social Work Program (BSW)	6
Social Work Department Mission	6
BSW Mission.....	6
BSW Program Goals	7
BSW Student Learning Outcomes	7
Licensure Eligibility	7
Program Accreditation	7
Statement on Anti-Racism, Diversity, Equity, and Inclusion (ADEI)	8
Trauma-Informed Social Work Practice and Education	9
BSW Admissions Policies and Procedures	10
Declaring Social Work as a Major	10
Social Work Transfer Policy	10
Criteria for Formal Admission to the BSW Program	11
Process for Application for Formal Admission to the BSW Program	12
Admission Decision Types	12
Notification of Admission Decision	12
Washburn Transformational Experience.....	12
BSW Department Honors	13
BSW Degree Requirements	13
Credit for Life or Work Experiences	13
Bachelor of Social Work (BSW) Degree Requirements	14
Healthcare Social Work Concentration	14
Child Welfare Social Work Concentration	14
Minor in Social Work	15
Required Courses for the Social Work Minor:	15
BSW University and General Education Requirements	15
University Requirements.....	15
General Education/Humanities (6 hours)	15
General Education/Natural Sciences (6 hours).....	15
General Education/Social Sciences (6 hours)	16
Other Required Courses Outside of the Social Work Department	16
University Electives	16
Sequence of Coursework	16
Registration and Academic Advising	16
Registration/Enrollment	16
Academic Advising.....	16
Professional Advising and Student Development	17
Graduation	17
Application for Graduation	17
Commencement	17
Student Opportunities for Input and Participation in Explicit and Implicit Curriculum	17
Student Governance Meetings	18
Washburn Student Social Work Association	18
Student Rights and Services	18
Harassment & Discrimination	19
Confidential Resources on Campus.....	19
Student Accessibility and Accommodations	19
Military Education Benefits.....	19
Multicultural Student Organizations and Resources	19
Center for Student Success and Retention	20
Financial Assistance	20

Ichabod Shop (University Bookstore).....	20
Library Services.....	20
Online and Web-Assisted Courses	20
Computer Labs and Technology Services	21
Campus Police	21
Career Services and Job Placement Assistance	21
Instructor Availability	21
Student Responsibilities	21
Confidentiality.....	21
Desire2Learn Training.....	22
Attendance and Class Participation	22
Communications and Official E-Mail Address.....	22
Writing and the APA Style.....	23
Inclement Weather Policy	23
Instructor/Course Evaluation.....	23
Social Work Department Program Evaluations.....	23
Academic and Professional Performance Policies	25
Evaluation Of Academic Performance.....	25
Grading Policies	25
Incomplete Grade	25
Course Withdrawal.....	26
Withdrawal from the Program.....	26
Academic Probation.....	26
Evaluation of Professional Performance.....	26
Professional Conduct and Compartment Expectations.....	26
Academic Integrity and Honesty	28
Revocation of Formal Admission and/or Termination from the Program.....	29
Revocation of Formal Admission to the BSW Program	29
Reapplication for Formal Admission to the BSW Program Following Revocation	29
Termination Due to Academic or Professional Performance	30
Due Process for Grievance and Appeals Policies	30
Grade Appeals	30
Student Program Status Appeals.....	31
Grievances Regarding Other Students.....	31
Grievances Regarding Field Education Instructor/Agency	31
Instances of Discrimination/Harassment.....	31
Other Grievances	31
Course Offerings.....	33
SW 100 Introduction to Social Work and Social Welfare (3).....	33
SW 250 Diversity and Social Justice in Social Work (3)	33
SW 325 Person-In-Environment I: Individuals and Families (3).....	33
SW 326 Person-In-Environment II: Groups, Organizations, & Communities (3)	33
SW 350 Social Policy and Programs (3).....	33
SW 352 Micro Social Work Practice (3).....	33
SW 353 Macro Social Work Practice (3).....	33
SW 425 Pre-BSW Field Education Workshop (0)	33
SW 354 BSW Seminar and Field Education I (6).....	34
SW 355 BSW Seminar and Field Education II (6).....	34
SW 356 Social Work Practice in Healthcare (3).....	34
SW 357 Inclusive and Competent Social Work Practice in Healthcare (3).....	34
SW 358 Family Decisions in Healthcare (3)	34
SW 359 Human Sexuality and Social Work Practice (3).....	34
SW 360 Geriatric Social Work Practice (3)	34
SW 361 Independent Study (1-3)	35
SW 362 Generalist Quantitative Research (3).....	35
SW 363 Generalist Qualitative Research (3).....	35
SW 372 Social Work Practice in Child Welfare (3).....	35
SW373 Case Management in Social Work Practice (3).....	35
SW374 Social Work Practice with Survivors (3)	35

SW 390 Contemporary Issues in Social Work (3).....	35
SW 395 International Service Experience (3).....	36
APPENDIX A – BSW ADVISING SHEET FOR SOCIAL WORK DEPARTMENT.....	37
APPENDIX B – SAMPLE 4-YEAR SCHEDULE FOR BSW DEGREE.....	39
APPENDIX C- SAMPLE 2 TO 2 ½ YEAR SCHEDULE FOR BSW DEGREE FOR TRANSFER STUDENTS	40
APPENDIX D - STUDENT PROGRAM STATUS APPEALS POLICY AND CONSENT FORM	42
Student Program Status Appeal (SPSA) Consent Form.....	43

Mission, Vision, & Values of Washburn University

In 2024 Washburn University adopted a new strategic plan with updated [Mission, Vision, and Values](#) statements. Students are encouraged to review the full terminology and plan on the university's website.

Mission: *Washburn creates educational pathways to success for everyone.*

Vision: *A premier community of higher learning focused on life and careers.*

Values: *Creating positive IMPACT – Inclusion, Modernization, Partnership, Achievement, Community, Transformation*

Inclusivity Statement

Washburn is committed to cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. An inclusive community values diversity in culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. The University strives to provide opportunities for its members to reflect upon their own perspectives while examining the perspectives of others, resulting in a culture of empathy and respect for all.

(Approved by Washburn University General Faculty, 2018)

If you find there is a barrier to your inclusion in a course, you are encouraged to discuss this with your instructor. For additional information and support, consult the list of campus offices and resources available at <https://www.washburn.edu/diversity/index.html>.

Notice of Non-Discrimination/Safe Educational Environment

The University prohibits discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, sexual orientation, gender identity, genetic information, veteran status, or marital or parental status. Equal Opportunity Director/Title IX Coordinator, Washburn University, 1700 SW College Ave, Topeka, Kansas 66621, (785) 670-1509, eodirector@washburn.edu

Washburn University Undergraduate Social Work Program (BSW)

The BSW Program is designed to prepare social work students for professional generalist practice. This involves the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. First, generalist practice involves working effectively within an organizational structure and doing so under supervision. Second, it requires the assumption of a wide range of roles. Third, generalist practice involves the application of critical thinking skills to the planned change process. Fourth, it emphasizes client empowerment. In this regard, social workers utilize their knowledge and skills to assist individuals, families, groups, communities and organizations to improve their social functioning, obtain the resources needed to accomplish identified goals, or effect social change to eliminate social and economic injustice. The framework for accomplishing these goals is centered in competent assessments of the person-in-the-environment, and the subsequent skillful selection of multilevel interventions, in keeping with social work values and ethical practice.

Careers in social work occur in a variety of settings, such as public/state social services, hospitals, schools, mental health agencies, courts, nursing homes, crisis centers, and children and family service agencies. Career options include direct practice with clients, administration, social planning, and legislative advocacy.

The BSW program is typically completed in four years by full-time students. Some students complete the program in shorter or longer periods of time. Two lower division courses, SW 100 Introduction to Social Work and Social Welfare and SW 250 Diversity and Social Justice in Social Work, are recommended for the freshmen or sophomore year. Foundation theory and skills courses may then be completed in the sophomore and junior years. The culmination of the BSW program is the Field Education Placement. Two consecutive field education placement/seminar courses are required and constitute this culminating educational experience (SW 354 & SW 355). Students develop social work practice skills in a community agency under the direct supervision of a licensed social worker. Field Education placement is arranged by the Field Education Office; more information about Field Education can be found on the Social Work Department webpage and in the Field Education Handbook.

Social Work Department Mission

The mission of the Department of Social Work at Washburn University is to prepare students for the competent and ethical practice of social work via systematic attention to the core multidimensional competencies established by The Council on Social Work Education. Through teaching, service, and research, the department is dedicated to enhancing the psychosocial functioning of social work clients and to improving the functioning of social systems, with particular attention to the needs of Topeka and the surrounding region.

BSW Mission

The mission of the BSW Program at Washburn University is to prepare students for the competent and ethical practice of social work within an entry-level generalist model, via systematic attention to the core multidimensional competencies established by the Council on Social Work Education. The program is committed to providing a respectful, supportive approach to learning, while maintaining high academic standards. In so doing, the BSW Program is systematically linked to the core values of the social work profession.

BSW Program Goals

1. Prepare students to provide competent and ethical generalist social work services, including assessment and evaluation, prevention, intervention, and referral services to individuals, families and groups whose functioning is affected by biological, psychological, or social stress or impairment.
2. Provide educational opportunities to students who represent diversity in all its aspects, including those who may have been educationally disadvantaged.
3. Provide an educational environment for students that is supportive and based on humanistic principles.
4. Provide a program that is integrated with the community, and meets the employment demands for generalist-level social workers within the region.

BSW Student Learning Outcomes

Upon graduation, BSW students are expected to have developed nine core competencies ([CSWE, 2022](#)):

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Licensure Eligibility

All graduates of the BSW program are eligible to pursue licensure at the baccalaureate level (LBSW) in the State of Kansas and in other states that require social work licensing or registration at the baccalaureate level. This licensure is necessary for the practice of social work, and satisfactory completion of a CSWE-accredited social work program is necessary to be eligible for the LBSW (requirements vary from state to state).

Program Accreditation

Washburn University's BSW program is fully accredited by the Council on Social Work Education (CSWE). Students are also encouraged to review the Educational Policy and Accreditation Standards for social work degree programs as set forth by the CSWE. The full text of the CSWE Policies is available at <http://www.cswe.org>.

Statement on Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

The Washburn University Social Work Department's understanding of and commitment to anti-racism, diversity, equity, and inclusion (ADEI) are founded on and informed by the core values and ethical principles of the [National Association of Social Workers](#), the [Educational Policies and Accreditation Standards of the Council on Social Work Education](#), and the [mission, vision, and core values of Washburn University](#).

Guiding Principles

The profession of social work is rooted in causes of social justice. Social workers strive to meet individual and collective human needs within social contexts and to promote social change and empowerment of those who are vulnerable, oppressed, or living in poverty.

Social work education must teach about the profession's history, core values and ethical principles, challenge students to examine personal values and biases, and embolden students and faculty to practice in ways that promote anti-racism, diversity, equity, and inclusion. As social work educators we embrace our responsibility to integrate anti-racism, diversity, equity, and inclusion principles as a critical component in developing a curriculum in which students will gain the knowledge and skills necessary to demonstrate ethical and professional behavior as they learn to engage, assess, intervene, and evaluate their work with individuals, families, groups, organizations, and communities, with diverse populations across practice settings.

Approaches of cultural humility and reflective practice inform our efforts to consistently learn new ways to be anti-racist and inclusive, embrace diversity, and work toward equity in the world and in our work. We strive to create learning environments that are anti-racist, inclusive, equitable, and honor the diverse perspectives and backgrounds of our students. We believe that anti-racism, diversity, equity, and inclusion are vital to the ethical practices and effectiveness of our faculty in teaching, advising, mentoring, and research. We believe that anti-racism, diversity, equity, and inclusion are fundamental to the development of students as ethical and effective practitioners in serving diverse client populations. We believe that anti-racism, diversity, equity, and inclusion are central to engaging and interacting with community partners and stakeholders.

Conceptualization of ADEI

The following descriptions of the concepts of anti-racism, diversity, equity, and inclusion are offered as an evolving understanding of ever-expanding constructs.

- **Anti-Racism:** Anti-racism in social work education embodies a continuous process of self-reflection and learning to actively challenge oppressive and marginalizing practices and policies. Anti-racist practice requires social workers to not only be aware of injustices and oppressions, but to also intentionally engage in practices that will help challenge inequity and injustice at the micro, mezzo, and macro levels.
- **Diversity:** Aligned with the philosophy of Washburn University, we consider diversity to include culture, socio-economic status, race, ethnicity, nationality, place of origin, language, ability, gender identity, gender expression, sexual orientation, religious and non-religious identity, political and social ideology, family background, veteran status, and age, as well as the intersections of these identities. We acknowledge the importance of creating environments that take into account and respect all elements of human experience and strive for empathic action at all times.

- **Equity:** We consider equity to be the creation of access and opportunity for the advancement of all members of the Social Work Department and the broader community. This includes identifying and eliminating any barriers to fair treatment, as well as supporting full participation of individuals in the classroom, field education, and all other aspects of the department.
- **Inclusion:** Inclusion, a core value of Washburn University, is articulated as cultivating an inclusive learning, living, and working community, facilitating the success of all people, and supporting all individuals. We consider inclusion to mean the active and intentional engagement with the diverse identities and perspectives of our students, faculty and staff. We believe that each of us has a right to mutual respect and acceptance without bias and strive to create an environment where all members feel valued, represented, respected, and heard.

ADEI Commitments of the Social Work Department

The Social Work Department is committed to:

- Creating and facilitating learning environments that recognize and embrace the uniqueness and commonalities of all members and their contributions, that are welcoming and promote inclusivity of students and faculty, and that encourage challenging dialogue on difficult topics through respectful and reflective means.
- Prioritizing inclusive pedagogy and curriculum which amplifies voices of justice for those who have been marginalized and which challenges systems that perpetuate oppression
- Seeking out field education experiences that provide students experiences working with diverse populations and that mirror the ADEI values and philosophy of the department, supporting field education agencies in their continuous learning around ADEI issues, and ensuring students are safe and that their diverse identities and experiences are respected.
- Participating, sponsoring, and creating activities in the university and larger community to promote anti-racism, diversity, equity, and inclusion
- Engaging in ongoing self-assessment and reflective practices to assess ADEI within the social work programs, and responding to the findings
-

Adopted unanimously by the Washburn University Department of Social Work faculty on 03-05-2021; updated 03-29-24

Trauma-Informed Social Work Practice and Education

The prevalence of trauma exposure is widespread, and its lasting impact is experienced throughout the life course and across populations that social workers serve. The Social Work Department believes that effective social work practice with people who have experienced trauma emphasizes empowerment and collaboration, and building relationships that place trust and safety at the forefront. Our department strives to prepare students for competent trauma-informed practice with individuals, families, groups, organizations, and communities, that is informed by [SAMHSA](#) and [CSWE](#).

Courses in the social work department emphasize building knowledge and skills that enhance a person's ability to: 1) begin and end professional relationships in ways that are sensitive to trauma; 2) assess for trauma symptoms and experiences and ways trauma can affect a person's development and wellbeing; 3) implement effective trauma-responsive interventions; 4) advocate for policies that promote the needs of people who have experienced trauma; and 5) complete research and evaluation activities that are trauma-informed.

The Social Work Department strives to maintain an environment that is trauma sensitive and recognizes that our students may have experienced trauma previously and/or may experience trauma during their social work education. Likewise, given the nature of social work practice, it is common for social work courses to include content related to traumatic experiences, including, but not limited to, abuse, neglect, sexual assault, community violence, and domestic violence. As a result, students may experience symptoms of secondary traumatic stress or recurrence of past trauma reactions. The social work profession emphasizes the importance of self-care, and the Social Work Department encourages students to utilize resources available on campus and in the community when needed. Furthermore, students are encouraged to practice appropriate self-disclosure regarding personal experiences, and are reminded that confidentiality during these discussions cannot be assured.

Washburn University Counseling Services: <https://washburn.edu/student-life/services/counseling/index.html>

Washburn University Student Health: <https://washburn.edu/student-life/services/health-services/index.html>

Washburn University Office of Diversity and Inclusion (resources and academic accommodations): <https://washburn.edu/diversity/index.html>

Washburn University Campus Advocate: <https://washburn.edu/student-life/services/counseling/campus-advocate.html>

BSW Admissions Policies and Procedures

Declaring Social Work as a Major

It is the policy of the Washburn University Department of Social Work to assure equal educational opportunities to qualified individuals without regard to age, class, color, culture, disability, ethnicity, family structure, marital status, national origin, political perspective, race, religion, sex, sexual orientation, gender, gender identity, and/or expression. Students may opt to declare a major in social work, declare additional majors, and/or subsequently change majors at any time.

Most often, the declaration of major is submitted when a student recognizes a significant interest in the profession of social work and seeks academic advising in the Department of Social Work. Upon declaration, the student will be identified as a “pre-BSW” major. The student is then provided with an academic advisor from among the social work faculty to assist the student in the selection of courses and develop a curriculum plan. A student with a declared major in a field other than social work, or an undeclared undergraduate student, is allowed to enroll in all undergraduate social work department courses with the exception(s) of the practice sequence (SW 352 and SW 353) and the field education placement courses (SW 354 and SW 355). These courses are only open to declared social work majors. In order to proceed into field education, students must achieve [“formal admission” to the BSW Program](#).

Social Work Transfer Policy

Students transferring to Washburn University from a different university or community college, and students changing majors within Washburn University, can immediately declare a major in social work and are identified with pre-BSW status. The BSW director or assigned social work faculty advisor will work with students to create individualized degree plans and provide them with an estimate of anticipated completion of all BSW and university graduation requirements.

In accordance with the Educational Policies and Accreditation Standards of the Council on Social Work Education, the BSW Program only accepts transfer credits for practice courses and field education from other CSWE-accredited or candidacy social work programs. Social work courses from an institution which is not accredited by CSWE may be considered for university elective credits but will not be transferable for Washburn BSW courses.

Under certain circumstances, it may be possible for transfer/change of major students to obtain a BSW degree with an additional 2 or 2 ½ years of full-time coursework (see Appendix C). Considerations for condensing a student's program by waiving pre-requisite requirements for certain classes include, but are not limited to, a review of all transcripts, accumulation of approximately 60 hours of college credit, cumulative GPA from all college/university coursework, and input from the BSW Director and/or the Department Chair. Transfer students who have at least 60 hours of college credit and a GPA of at least 2.5 should speak to their advisor about applying for formal admission to the BSW program. Students who are ineligible for a condensed social work program, due to a GPA below 2.5 or less than 60 hours of college credit, should work with their social work faculty advisor to determine the best timeline for successful completion of the BSW degree. No course credit will be given for life experiences.

Criteria for Formal Admission to the BSW Program

Declaring a major in Social Work (Pre-BSW) is not the same as "Formal Admission" to the BSW Program. Pre-BSW majors should apply for Formal Admission to the BSW Program by October 1st in the year prior to the beginning of the field education placement. The application form must be submitted electronically.

All students applying for formal admission to the BSW program must meet the following requirements:

1. Current enrollment as a student in good standing at Washburn University as defined in the current [*Washburn University Undergraduate Catalog*](#).
2. Approved Declaration of Major (Pre-BSW) in Social Work (verified using the university's SCT Banner System).
3. Completion of a minimum of 36 hours of General Education/Correlate course credits.
4. An overall (cumulative) grade point average (GPA) of at least 2.5.
5. Successful completion of (or current enrollment in) SW 100, SW 250, SW 325, and SW 352 at the time of application.
6. Submission of the BSW Formal Admission application by the due date.

Students not meeting these published admission requirements are encouraged to contact the BSW Program Director to discuss their degree options. At the discretion of the department, on rare occasions a student may be formally admitted into the BSW program with a GPA below 2.5, following consideration of their academic history and ability to raise the GPA by graduation.

Process for Application for Formal Admission to the BSW Program

To apply for BSW formal admission, students will complete an online form via Sonia and will provide the following information:

- Demographic information
- Cumulative GPA
- A 2-page reflective essay explaining why applicant wants to be a social worker, how the [NASW Code of Ethics](#) aligns with their personal/professional values, and how one of the nine BSW [Core Competencies and Practice Behaviors](#) influences their professional practice.
- An electronic signature attesting to having read the BSW Student Handbook and the NASW Code of Ethics.

The BSW Program Director will review each application to determine if all criteria for formal admission to the BSW Program have been met. The BSW Program Director will notify applicants of the admission decision via their WU email account.

Admission Decision Types

Application for formal admission to the BSW Program will result in one of the following decisions:

Acceptance – Application meets all criteria and the student is formally admitted to the BSW Program.

Pending – Application reflects that the student will meet all criteria for admission by the end of the fall semester. This application will be held and reviewed again at the conclusion of the semester.

Denied – Application does not meet the requirements for formal admission. Students who have received a denial of formal admission and wish to appeal the decision should see the section [Due Process for Grievance and Appeals Policies](#) in this handbook.

Notification of Admission Decision

All notifications of admission decisions will be sent via the student's WU email account.

Students who have completed SW 100 and SW 250 and are enrolled in SW 325 and SW 352 will be notified of the admission decision by mid-October. Students who are enrolled in SW100 or SW250 at the time of application will receive notification that their application is 'pending' until successful completion of those courses at the end of the Fall semester. At the conclusion of the Fall semester, the pending applications will be reviewed, and students will be notified of their admission decision by email by mid-January.

Upon Formal Admission to the BSW program, students will receive information about completing the Field Education Intake process. Students will complete an online intake form via Sonia and will be interviewed and eventually placed at an agency to observe social work professionals working in the field and practice what they learned in the classroom. For more information about the Field Education Placement process please refer to the Social Work Department website and the Field Education Handbook.

Washburn Transformational Experience

The Washburn Transformational Experience (WTE) Community Service is a requirement of the BSW degree program. It is seamlessly integrated into the SW 354 and SW 355 BSW Field Education/Seminar courses. Students will be guided in meeting the requirements. In addition, students have the option of

pursuing additional WTE experiences in Leadership, Scholarly/Creative Activity, or International Education. Students should consult with their faculty advisor regarding other WTE avenues.

BSW Department Honors

The Department of Social Work recognizes students who demonstrate excellence in their academic work with a designation of BSW honors. An honors designation is included in the commencement program and on the student's academic transcript. Students granted honors may also choose to purchase an honors cord to wear at commencement and should contact the Ichabod Shop for more information. BSW students who are eligible for honors must meet all of the following minimum requirements:

1. Overall cumulative GPA of 3.2
2. Social work GPA of 3.5
3. Grade of "A" on a designated SW 354 BSW Seminar assignment, as determined by the Social Work Department and specified on the BSW Honors Application
4. Favorable recommendation of department

Students should apply for honors during the calendar year in which they intend to graduate. Students must meet the posted minimum GPA requirements both at the time of application and upon completion of all undergraduate coursework.

To apply for BSW honors, students should complete the BSW Honors Application using Sonia Live and provide the requested demographic and academic information. The application will be open annually from January 1 through February 15. No applications for honors will be considered after February 15. Students will be notified of a provisional decision regarding honors in March based on the academic information available at that time, and this information will be used for the designation of honors in the commencement program. The final designation of honors that will be reflected on the student's academic transcript will be decided following the posting of the student's final semester grades.

BSW Degree Requirements

Requirements for graduation with a BSW from Washburn University include general education and other requirements common across the University. The social work major consists of 51 hours of social work courses, including 12 hours of Special Topic courses. In addition, the following "correlated" courses are required: Anthropology 112 (Cultural Anthropology), English 308 Scientific and Technical Writing, Human Services 131 Human Development, and 3 hours of Psychology. A grade of "C" or better is necessary for all courses in the Social Work major, all required correlate courses, and other courses as specified in the University Catalog. No course requiring at least a "C" may be taken on a Pass/Fail basis. Also, approximately 26-30 hours of university-wide elective courses must be completed to reach the 120-credit minimum for the BSW degree. The ultimate responsibility for complying with all degree requirements rests with the student. Students are expected to review their current degree audit and academic plan before each consultation with their academic advisor.

Credit for Life or Work Experiences

In accordance with the Educational Policies and Accreditation Standards of the Council on Social Work Education, the BSW Program does not grant academic credit for life experience or previous work experience.

Bachelor of Social Work (BSW) Degree Requirements

Bachelor of Social Work degree requirements include the following:

SW 100 Introduction to Social Work and Social Welfare	3 hours
SW 250 Diversity and Social Justice in Social Work	3 hours
SW 325 Person-In-Environment I: Individuals and Families	3 hours
SW 326 Person-In-Environment II: Groups, Organizations, and Communities	3 hours
SW 350 Social Policy and Programs	3 hours
SW 352 Micro Social Work Practice	3 hours
SW 353 Macro Social Work Practice	3 hours
SW 425 Pre-BSW Field Education Workshop	0 hours
SW 354 BSW Seminar and Field Education I	6 hours
SW 355 BSW Seminar and Field Education II	6 hours
SW 362 Generalist Quantitative Social Work Research	3 hours
SW 363 Generalist Qualitative Social Work Research	3 hours
SW Special Topics Courses (4 Classes)	<u>12 hours</u>
	51 hours total

Students must successfully complete SW 100 Introduction to Social Work and Social Welfare, SW 250 Diversity and Social Justice in Social Work, SW 352 and 353 Micro and Macro Social Work Practice, SW 325 and 326 Micro and Macro Human Behavior and Social Environment, and SW 425 Pre-BSW Field Education Workshop prior to beginning SW 354 Seminar and Field Education I. Students may complete SW 350 (Social Policy and Programs), SW 362 and 363 Generalist Quantitative and Generalist Qualitative Social Work Research, and Social Work Special Topic Courses concurrent with the Field Education Placement, or prior to it.

Healthcare Social Work Concentration

Within the BSW program, students may choose to receive specialty training in healthcare social work. The concentration consists of three undergraduate Social Work Special Topics Courses (9 hours) plus a Field Education placement in an approved healthcare setting. The three undergraduate Special Topic Courses will be counted towards the 12-credit hour requirement for the social work degree. Students selecting the healthcare concentration should notify their advisor of their intentions in order to ensure appropriate academic advising to meet the requirements. Students are required to take SW 356 Social Work Practice in Healthcare (3 hours). Students must also choose two courses from the following: SW 357 Inclusive and Competent Social Work Practice in Healthcare (3 hours), SW 358 Family Decisions in Healthcare (3 hours), SW 359 Human Sexuality and Social Work Practice (3 hours), or SW 360 Geriatric Social Work Practice (3 hours).

Child Welfare Social Work Concentration

Within the Bachelor of Social Work program, students may choose to receive specialty training in social work with an emphasis in child welfare settings. The concentration in Child Welfare Social Work consists of three courses (9 total credit hours). Students enrolled in the concentration must complete SW 372 Social Work Practice in Child Welfare, SW 373 Case Management in Social Work Practice, and SW 374 Social Work Practice with Survivors. In addition, BSW students must elect a child welfare setting for their field education placement. Child welfare field education placement settings include the Kansas Department for Children and Families, and agencies that have received a contract to provide child placement or family

preservation services in Kansas. Other placement settings will be considered on a case-by-case basis as needed by the BSW Field Education Director, in consultation with the BSW Program Director.

Minor in Social Work

The Social Work Minor requires completion of 15 credit hours, 9 hours of which are core courses and 6 hours of which may be Social Work Special Topics courses. Courses for the minor must be taken for a letter grade and students must earn a minimum grade of C. The minor will expose students to core social work competencies. It emphasizes synthesis and application of social work theories, policies, and research in the development of comprehensive solutions to major social problems. Students must formally declare a minor and will work with an assigned academic advisor in the social work program to select appropriate courses to complete the minor requirements.

Required Courses for the Social Work Minor:

1. Core Courses:
 - SW 100 Introduction to Social Work and Social Welfare (3)
 - SW 250 Diversity and Social Justice in Social Work (3)
 - Three (3) credit hours from one of the following courses:
 - SW 325 Person-In-Environment I: Individuals & Families (3)
 - SW 326 Person-In-Environment II: Groups, Organizations, & Communities (3)
 - SW 350 Social Policy and Programs (3)

2. Special Topic Courses:
 - Six (6) credit hours from Social Work Special Topics (SW356-360, SW372-374, SW390, SW395), SW 325, SW326, or SW 350.

BSW University and General Education Requirements

University Requirements

EN 101 English Composition I, EN 200 English Composition II, MA 112 or 116 Essential Mathematics or College Algebra (or higher), and Communications 101, 150 or 351, for all students entering Washburn directly from high school.

General Education/Humanities (6 hours)

Students must complete 6 credit hours and may take only one course per subject (ex: Art, Communications, Dance, English, Foreign Language (not 101 level), History, Mass Media, Music, Philosophy, Religion, Theatre, Women and Gender Studies). For the Social Work major, students must complete EN 308 (Scientific and Technical Writing).

General Education/Natural Sciences (6 hours)

All students must have 6 hours of a natural science course that also has a corresponding lab component.

General Education/Social Sciences (6 hours)

For the Social Work major, students must complete AN 112 (Cultural Anthropology) and one course in Psychology.

Other Required Courses Outside of the Social Work Department

Social Work majors must take HS 131 Human Development. For students attending directly from high school, or students with few transfer credits, WU 101 The Washburn Experience may be required

University Electives

In addition to the basic University requirements, the General Education requirements, and the 51 hours in the Social Work major, additional elective courses must be completed to reach the 120-hour minimum required for the baccalaureate degree.

Sequence of Coursework

The BSW curriculum is sequential to a significant degree, as is the case with most professionally oriented degree programs. Students should take SW 100 – Introduction to Social Work and Social Welfare **and** SW 250 – Diversity and Social Justice in Social Work at the beginning of their Social Work courses. See **Appendices B and C** for sample degree plans.

Registration and Academic Advising

Registration/Enrollment

Early enrollment for the Spring semester generally takes place in October. Early enrollment for the Summer and Fall semesters generally take place in March. Course registration is available through MyWashburn or Navigate.

Students are responsible for reviewing their course needs and then scheduling a meeting with their academic advisor prior to each enrollment period. Students should register early in the enrollment period in order to increase the chances of obtaining the courses and course sections they need.

Academic Advising

In conjunction with the BSW Director's approval of a student's Declaration of Major, every new student is assigned an academic advisor in the Social Work Department. Advisors assist students with program planning (schedules, selection of social work courses, elective courses, etc.) prior to registration each semester.

Advisors help students select appropriate courses, assign enrollment personal identification numbers (PINs) for each enrollment period, and provide other assistance as needed. Any subsequent changes in enrollment (e.g., adding, dropping, or changing courses) also begin by conferring with one's advisor. Department faculty members take their advising role seriously and do not give students enrollment PINs without meeting. Advising sessions are expected to happen either in the faculty office or via video conferencing. Students wishing to schedule an advising session may do so at any time during the semester and are encouraged to schedule an appointment in advance.

A student who wants to change advisors must submit the request to the Chair of the Social Work Department. There are no guarantees of changing advisors.

Professional Advising and Student Development

Professional advising is an important component of student development and may occur during academic advising sessions or other special meetings with faculty or events. Professional advising focuses on student preparation for working in the social work field during field education practicum and after graduation. Professional advising might include guidance on goodness of fit with various practice arenas, coaching for career development and readiness, support for career specific questions, information on licensing and preparation for licensure, referrals and networking, etc. In addition to one's academic advisor, the field education director and the staff of [Career Engagement](#) are available for professional development assistance. Also, the Social Work Department provides a licensure preparation workshop annually for students preparing for graduation.

Graduation

Application for Graduation

Students planning to graduate must complete an [Application for Degree](#) early in the semester in which they plan to graduate. The Application for Degree form can also be accessed via your MyWashburn Account: MyWashburn → Student Academics → Registration Information → Graduation and Beyond → Apply to Graduate.

Commencement

Students who graduate in May are encouraged to participate in the May Commencement ceremony. Students who will complete their degree requirements in August may also participate in the May Commencement ceremony. However, in order to be eligible to participate in the May ceremony, August graduates must have nine or fewer hours to complete in the summer semester and must register for those courses during the early enrollment period for summer.

Students who complete their studies in December may participate in the December commencement ceremony.

Student Opportunities for Input and Participation in Explicit and Implicit Curriculum

Student input and participation is valued and necessary for ongoing improvement to the BSW program. Student ideas and feedback are welcomed in many ways to inform both the explicit and implicit curriculum. Explicit curriculum refers to the academic curriculum design, course content, and field education curriculum. Implicit curriculum refers to the student learning experience and environment. Both are important to student growth and competency development.

BSW students have multiple opportunities to participate and provide input in the explicit curriculum. Students are encouraged to express individual and collective needs to course instructors and academic advisors, complete Student Perception Surveys for all courses, give feedback via exit surveys, and participate in Student Governance meetings each semester.

BSW students have multiple opportunities to participate and provide input in the implicit curriculum. Students are encouraged to participate in the implicit curriculum through the following ways: join the Washburn Student Social Work Association; engage in student climate surveys, faculty/student research and exit surveys; participate in Student Governance meetings each semester; and share concerns when they arise with the program director, the department chair, or any faculty member.

All voices are important. Every student is encouraged to carefully consider their role and responsibility in making the program the best it can be. To ensure accessibility and fairness, students will be notified of meetings and opportunities in advance via their Washburn email. Student governance meetings will include an online option to increase accessibility and opportunity for participation.

Student Governance Meetings

The Program Director or Department Chair will convene at least one Student Governance meeting per academic year (with the option of additional meetings at the request of students, Program Director, or Department Chairperson) for the purpose of responding to student questions and concerns and soliciting student input and participation related to the department's explicit and implicit curriculum and faculty committee functions (Curriculum & Policy, ADEI, and Assessment and Evaluation). All BSW students will receive notification in advance of the meeting via their Washburn email, including a proposed agenda. All meetings will offer a virtual attendance option even if students request an in-person gathering to ensure every student has the opportunity and access to participate.

Washburn Student Social Work Association

The primary purpose of the Washburn Student Social Work Association (WSSWA) is to encourage responsible student participation in the policy and decision-making processes of social work education and to promote student cooperation and welfare. WSSWA seeks to provide its members with activities designed to inform them of the many opportunities in the field of social work, to enhance the students' personal and professional lives, to provide opportunities for association with social work professionals and community providers, and to participate actively in community service. Members commit themselves to the organization by attendance at meetings, involvement in activities, and participation in the Student Governance Committee. Membership in WSSWA organization is open to all Washburn undergraduate social work students. The group sets its own agenda and operates under its own constitution. Each spring semester, WSSWA officers are nominated and elected by fellow BSW students. A designated social work faculty member acts as advisor for the group. Specific guidelines and procedures are detailed in the association's constitution.

Undergraduate students are also encouraged to begin to identify themselves with the profession of social work by pursuing membership in one of a number of social work associations, including the National Association of Social Workers (NASW). Membership forms for this organization are available at the [NASW website](#).

Student Rights and Services

The Rights and Responsibilities of students attending Washburn University, including BSW students, are detailed in the *University Undergraduate Catalog*. Familiarity with these rights and responsibilities is strongly encouraged.

Harassment & Discrimination

The University is required by federal laws to address complaints of discrimination and harassment. Faculty are considered responsible employees and as responsible employees, are required to report an incident of discrimination, sexual harassment, or sexual violence to the Equal Opportunity Director (EOD). A faculty member is only required to report the name of the complainant but may report more information at their discretion. Information provided as part of a class assignment **WILL NOT** trigger an investigation or a report to the EOD. Students and employees may file complaints with the Equal Opportunity Director/Title IX Coordinator. <http://www.washburn.edu/statements-disclosures/equal-opportunity/how-to-file-a-complaint.html> or with Washburn University Police at (785) 670-1509.

Confidential Resources on Campus

University Counseling Services offers free, confidential counseling to students on any topic, including experiences with sexual assault or relationship violence: <http://washburn.edu/current-students/services/counseling/index.html>

Student Health Services offers confidential urgent care: <http://washburn.edu/current-students/services/health-services/index.html>

Student Accessibility and Accommodations

The [Student Accessibility Services Office \(SASO\)](#) staff assist students by arranging academic and physical accommodations for students with disabilities. Students with disabilities must register with the office each semester and provide appropriate documentation to be eligible for accommodations. Accommodation examples include in-class note takers, test readers and/or scribes, adaptive computer technology, and audio textbooks. Requests for accommodations should be submitted at least two months before the start of the semester in which accommodations are needed. Students may also make a request as soon as they become aware of the need for accommodations.

Military Education Benefits

Washburn [University's Military-Student Success Center](#) provides a place to study, social opportunities allowing veterans to connect with their peers, and services for military veterans and active military making the transition to student life at Washburn University. The Center provides veteran-specific information and materials relating to resources, education benefits, career opportunities, scholarships, and events. 785-670-1983

Multicultural Student Organizations and Resources

Resources and institutional and peer supports are provided for LGBTQ+, historically underrepresented students, and undocumented students through the Office of Diversity and Inclusion. To learn more about relevant student organizations, resources available within Washburn University and the broader community, and the Multicultural Intersectional Learning Space, visit <https://www.washburn.edu/belonging/index.html>

Center for Student Success and Retention

As a Washburn student, you may have trouble with issues such as studying, personal problems, time management, choice of major, classes, or employment. [Center for Student Success and Retention](#) is available to help students either directly through academic advising, mentoring, career counseling, testing, and developing learning strategies, or by identifying the appropriate University resource. If you feel you need to discuss an issue confidentially and free of charge, contact The Center for Student Success at advising@washburn.edu.

Additional support is also provided for First Generation students and Adult Learners through the Center for Student Success and Retention. Students are encouraged to seek support as needed, and to learn about the various resources and programs available. For more information see [First Generation Bods](#) and [Center for Student Success and Retention](#).

Financial Assistance

The Financial Aid Office of Washburn University is located in Morgan Hall, (785) 670-1151. Find more resources online at the [Financial Aid Office webpage](#). Students should contact this office for all general information regarding financial aid. Eligibility for financial aid may be affected by hours enrolled.

Students who have declared a major in social work are eligible to apply for a scholarship from the School of Applied Studies. Applications are due February 15 of each year. For more information, see: <https://www.washburn.edu/academics/college-schools/applied-studies/scholarship-application.html>

A limited number of stipends are available through some of the organizations that serve as field education settings. For information about stipends, contact the BSW Field Education Director in the Department of Social Work.

Ichabod Shop (University Bookstore)

The Ichabod Shop is located in the lower level of the Memorial Union. All course textbooks may be purchased — or in some cases, rented — at the Ichabod Shop. Ichabod Shop hours vary by time of year with extended hours in effect at the beginning of each semester. For specific information call (785) 670-1049.

Library Services

The [University Library](#) is the heart of Washburn University and people are the heart of the library. The Social Work Department Library liaison is available to assist social work students with research, such as developing search terms, resources, and database search strategies, as well as assisting with accessing library resources and Interlibrary Loan requests.

Online and Web-Assisted Courses

D2L, which stands for “Desire2Learn,” is the online and web-assisted learning management system at Washburn University. All social work students are expected to participate in a D2L student orientation offered by the online education staff of Information Technology Services (ITS) at Washburn University **before** the start of their first semester in the Social Work Department at Washburn or within two weeks of the start date of their first semester at Washburn in the Social Work Department. The D2L Student Orientation can be accessed online by logging into MyWashburn and clicking on the “My Courses” tab.

The department's primary aim is to offer quality courses, regardless of format or method of delivery. Several core social work courses allow for students to choose between a seated or online format, and the department strives to offer Special Topics Courses in each format as well. Students are encouraged to discuss delivery methods offered for individual courses with their social work academic advisor.

It should be noted that all social work faculty members utilize D2L to offer some course content online. For example, in a typical web-assisted class the instructor may post the course syllabus online along with class notes, handouts, PowerPoint or narrated presentations, and reading materials. A number of faculty members also use the within-course e-mail, announcement board (i.e., messaging), quiz/test, and discussion board components of D2L as well.

Computer Labs and Technology Services

Computer labs are available to students at several locations across campus. Computer kiosks for checking e-mail or checking out laptops can also be found on the lower level of the Memorial Union, and other locations on campus. Wireless access points are situated throughout the campus so students can access the university network using their own computers or handheld devices. [Information Technology Services](#) provides support and technology assistance to students online, via phone, or in-person in Bennett Room 104.

Campus Police

The safety of all students, faculty, and staff on campus is the responsibility of the [Washburn University Police Department](#), located in Morgan Hall, Room 156. Washburn University Police Department (WUPD) is a certified law enforcement agency with the same responsibilities and authority as a city police agency or a sheriff's department. Officers, staff and communications specialists are guided in their daily activities by these [core values](#).

Career Services and Job Placement Assistance

Career related services such as deciding on a career path, job search preparation, internships and job postings, and more are available to students through [Career Engagement](#) office. The Social Work Department also posts notification of job postings on its social media platforms for students and alumni.

Instructor Availability

All faculty maintain office hours. Students wanting to meet with an instructor are encouraged to call or e-mail their instructor to set up an appointment.

Student Responsibilities

Confidentiality

Students in the BSW Program work with the records of actual clients in human service agencies. It is imperative that confidentiality of the clients and clients' records be maintained for legal and ethical reasons.

No student shall reveal the contents of any client communication and/or client/agency record--other than in

the classroom (properly disguised to protect the confidentiality and anonymity of the client) or as authorized by the agency to which he or she is or has been assigned. Any student who breaches client confidentiality in any manner shall be subject to immediate dismissal from the agency and from the BSW Program.

Furthermore, there are times when a student may self-disclose very personal, sensitive information about themselves in a teaching-learning setting. When this happens, all students are expected to keep this information in strict confidence and avoid communicating among themselves or to others about this information without expressed, written consent from the student who initially disclosed the information.

Desire2Learn Training

All social work students are expected to have participated in the online Desire2Learn (D2L) student orientation offered by the online education staff of Information Technology Services (ITS) before the start of the student's first semester.

Attendance and Class Participation

Students should actively participate in seated and online classes. Instructors must be notified in advance of any planned or anticipated absence. Even if an absence is unplanned or unanticipated, students are responsible for notifying their instructors after the fact to discuss the absence. Students are fully responsible for any material covered during the absence. Assignments must be turned in on time regardless of absences. Each instructor will specify additional requirements for attendance in the class syllabus.

Students should notify the professor if religious observances conflict with class or due dates for class assignments so appropriate arrangements can be made.

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

Communications and Official E-Mail Address

The student's Washburn University e-mail address serves as the official address used by the University, the Social Work Department, and by instructors for relaying important messages regarding financial, academic, and course-specific information. Additionally, the student's Washburn University email is used for all communications sent via D2L.

To activate your MyWashburn e-mail account, visit <http://my.washburn.edu> and select "Retrieve Account Information." MyWashburn is the campus Internet portal providing announcements to students, notification of events, web-based e-mail, access to web-based courses, and other tools. For questions about MyWashburn, contact Information Technology Services (ITS) at (785) 670-3000 or support@washburn.edu.

If students prefer to use an alternate e-mail address to receive official University notices, access the MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn e-mails forwarded to in the "mail forwarding" area. Click "Add" and then click on "Save Changes." This will complete the process of forwarding your Washburn e-mail.

Writing and the APA Style

All social work students are expected to read, comprehend, and learn to correctly apply the writing guidelines as detailed in the *Publication Manual of the American Psychological Association, 7th Edition* (APA, 2019). All student papers and other written works must be formatted in accordance with the most current APA style conventions. Students who need assistance with writing are encouraged to seek help from tutors and other resource staff available through Washburn's Writing Center.

Inclement Weather Policy

If the University closes due to bad weather, announcements will be made in news media (e.g., television, Internet) and Washburn University's iAlert system. For students who are hearing impaired and have TTY/TDD equipment, the number is (785) 670-1025.

Instructor/Course Evaluation

Instructors will frequently ask for feedback regarding their courses. Students are encouraged to communicate with their instructors regarding content, readings, and assignments. Students are also encouraged to alert their instructor promptly if any difficulties arise with accessing course materials.

The social work faculty expects social work students to complete course/instructor evaluations for every course taken in the department. Just as students expect to be evaluated for their course work, the instructor has the right to have their performance as a professional educator be evaluated by students. Student feedback should be constructive, objective, honest, and offered in the spirit of good faith. Course/instructor evaluations are important sources of information that are used by department and university administrators for tenure and promotion decisions.

The instructor and course will be evaluated at the end of the term by students using a standard evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information that will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

Social Work Department Program Evaluations

The Social Work Department and its programs (e.g., the BSW Program) are subject to review by the School of Applied Studies, the university administration (including the Washburn Board of Regents), and the Council on Social Work Education (CSWE). For many years, the department has been proactive in gathering program evaluation data from various sources including students. This information is always treated with great respect and held in confidence. No individual student information is included in any report and identifying information is always stripped away from any aggregate data that is reported.

In being accepted as a student in the BSW Program, it should be understood that students are expected to cooperate with data collection efforts in the department intended to improve teaching, the curriculum, and other aspects of the Department of Social Work and its operations. When asked, students should respond in good faith by providing the information requested in a professionally responsible and timely manner. Examples of data collection activities in the department include academic advising surveys, student evaluations of their field education experiences, exit surveys, focus groups, graduate surveys, and alumni surveys.

Academic and Professional Performance Policies

Evaluation Of Academic Performance

Instructors equitably and transparently evaluate student academic performance through graded assignments as outlined in the course syllabus and the course D2L. Overall academic progress toward degree completion will be monitored by the BSW Program Director upon formal admission through graduation.

To remain in good standing within the BSW program, students must:

1. Maintain a 2.5 GPA or higher.
2. Receive no grades below a C in any undergraduate social work course.
3. Adhere to the social work profession's Code of Ethics.
4. Adhere to the professional conduct requirements outlined in the rules and regulations of the [Kansas Social Work Licensing Statutes](#).
5. Adhere to Washburn University's Student Conduct and Disciplinary Code and academic impropriety policy as described in the *Washburn University Undergraduate Catalog*.
6. Demonstrate professional conduct and comportment consistent with the expectations detailed in the BSW Student Handbook.

Grading Policies

All major courses and correlate courses must be taken for a letter grade. Grades within the BSW program, including field education, consist of A (excellent performance), B (satisfactory performance), C (below standards), D (significantly below standards) and F (failure). Students are expected to earn a grade of B or higher for all major and correlate courses. However, a grade of C will still be considered passing for a major course, or correlate course, presuming that it does not result in a student's GPA dropping below the 2.5 threshold.

Social work faculty will notify the BSW Program Director when a grade of D or F (or comparable failing or non-credit grade) has been earned by a student. The BSW Program Director will notify the student and their academic advisor in writing regarding academic performance concerns.

Courses for which grades of Ds and Fs are recorded can be retaken without departmental approval; courses for which a grade of C, or pass, or higher are recorded will require departmental approval prior to registration. For more information see "Repetition of Courses" in the [WU Undergraduate Catalog](#).

Incomplete Grade

In accordance with the *Student Handbook*, an incomplete (I) grade will be given only in extraordinary circumstances and at the discretion of the instructor. The incomplete must be negotiated with the instructor, and the *Incomplete Grade Report Form* completed and signed by all parties before the end of the semester. The student must complete course requirements by the agreed upon date but no later than the end of the subsequent semester. If the coursework is not completed within the agreed-upon period, the incomplete (I) grade will automatically convert to an "F."

Course Withdrawal

During fall and spring semesters, students may withdraw from full semester courses through the second week of class with no recorded grade. For information about withdrawal dates and policies after the second week of class, and for short-term or summer courses, students should check the academic calendar posted on the University website. Students may independently withdraw from courses through their MyWashburn account or contact the Student One Stop for assistance. All students considering withdrawing are strongly encouraged to consult with their academic advisor prior to doing so.

Withdrawal from the Program

Students considering withdrawal from the BSW Program are strongly encouraged to speak with their academic advisor or the BSW Program Director prior to taking action. Students planning to withdraw temporarily from the BSW program for one or more semesters should send written notification to the BSW Program Director requesting a leave of absence. The BSW Program Director will attempt to discuss the request with the student, advise the student on options and rights, and determine an agreed upon date for return to the program. The decision to grant a leave of absence is at the discretion of the BSW Program Director. The student will be notified via email of the decision. Students who intend to withdraw permanently from the BSW program should send written notification to the BSW Program Director. Any student who has been formally admitted to the BSW Program and withdraws for more than two consecutive semesters for any reason, without receiving approval for a leave of absence from the BSW Program Director, must reapply for formal admission to the program no sooner than one calendar year from the time of withdrawal (see [Reapplication for Formal Admission to the BSW Program Following Revocation](#) for detailed policy).

Academic Probation

Any BSW student whose GPA drops below 2.5 will be placed on academic probation. The BSW Program Director will notify the student of their probationary status in writing. Once the student's cumulative GPA reaches 2.5 or higher, the academic program status will be lifted. A BSW student must have raised their GPA status prior to starting the field education placement.

Evaluation of Professional Performance

Faculty members, including classroom instructors, academic advisors, student organization sponsors, and field education instructors have a responsibility to be cognizant of student professional performance within the context of social work related activities, and to communicate with students respectfully and professionally about concerns which are in violation of the expectations set forth in the Professional Conduct and Comportment Expectations below. If the faculty member determined that conversation with the student was insufficient to remedy the concern, has ongoing concerns about patterns of behavior, or deems the infraction to be to a level of violation of the Code of Ethics or the statutes and regulations of the Kansas Behavioral Sciences Regulatory Board, the faculty member will report the concerns to the BSW Program Director and may also report the concerns to the Department Chair and/or other university personnel who may have oversight of such conduct violations.

Professional Conduct and Comportment Expectations

Social workers are held to a high standard of ethical and professional responsibility due to the nature of their professional duties and interactions with clients and communities. Social work students, in preparation for professional practice, are expected to adhere to the same level of ethical conduct and professionalism within the classroom, online educational environment, community, field education setting, and other university and department-sponsored activities. As prospective social workers, students are expected to

represent the department and the university in a professional manner and adhere to the ethics and standards of the profession regardless of where the conduct may occur.

The BSW program at Washburn University adheres to the broader social work community's ethical standards as reflected in the [National Association of Social Workers \(NASW\) Code of Ethics](#) and the statutes and regulations of the [Kansas Behavioral Sciences Regulatory Board](#). The program has structured its explicit and implicit curriculum to meet the Council on Social Work Education (CSWE) [Educational and Policy Accreditation Standards](#).

The following university, departmental, and professional standards apply to all students within the BSW program at Washburn University. Should it be determined that a formally-admitted student does not meet these standards at any time during the program, the student may have their formal admission to the BSW program revoked. Students who have not been formally admitted to the BSW program, but who have declared a major in social work, are expected to adhere to these expectations and failure to do so may affect their program progress.

As part of the formal admission application to the BSW Program, students are asked to review and agree to these standards. Agreement to, or lack thereof, will not change the expectation of adherence nor the remediation or revocation of formal admission process in the event of a violation.

- **[Washburn University Student Conduct Code](#)**

At Washburn University, student members of the community are expected to uphold and abide by certain standards of conduct within a set of core values that include integrity, excellence, inclusion, accountability, respect, collaboration, and innovation. This expectation forms the basis of the Student Conduct Code. University core values, behavioral expectations, and possible sanctions are outlined within the document. In addition to sanctions from the university, behavior or actions not consistent with the Student Conduct Code may result in possible remediation or dismissal from the program.

- **Social Work Department BSW Student Handbook**

Students are expected to be familiar with and refer to the BSW Student Handbook when questions arise. Sections particularly relevant to this policy include, but are not limited to: Diversity, Equity, and Inclusion Statement; Academic Integrity Policy; Revocation of Formal Admission Policy; and Academic Dismissal Procedures. Behavior or actions that are not consistent with departmental policies will result in review by the department and possible remediation or dismissal from the program.

- **Social Work Department Field Education Handbook**

Students are expected to be familiar with and refer to the Field Education Handbook when questions arise around field education. Sections particularly relevant to this policy include but are not limited to: Student Roles and Responsibilities, and Monitoring and Evaluation of Field Education. Behavior or actions that are not consistent with field education policies, procedures, and expectations will result in review by the department and possible remediation or dismissal from the program.

- **[Code of Ethics of the National Association of Social Workers \(NASW\)](#)**

The Social Work profession is rooted in a set of core values including service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. Earning a degree in Social Work signifies the student has exemplified and committed to the professional

standards for behavior set forth in the NASW Code of Ethics. These standards encompass the mission, values, and ethical principles that help guide practice with clients, colleagues, and larger community, and allow the general public to hold social workers accountable. Behavior or actions that are not consistent with the NASW Code of Ethics will result in review by the department and possible remediation or dismissal from the program

- **Kansas Behavioral Sciences Regulatory Board (BSRB) statutes and regulations**
The Behavioral Sciences Regulatory Board is responsible for the licensure and oversight of social workers in the state of Kansas. Conduct by social work students which would warrant investigation or sanction by the BSRB of a licensed social worker will result in review by the department and possible remediation or dismissal from the program.
- **NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice**
Use of technology is essential to much of contemporary social work practice. Students are expected to use technology professionally and ethically while in the program. This includes, but is not limited to, email, social media, teleconferencing, texting/messaging, blogging, electronic record keeping, researching, and service delivery to clients. Concerns regarding a student's use of technology will be reviewed by the department and may result in remediation or dismissal from the program.

In the event a concern regarding a student's professional conduct and comportment is brought to the BSW Program Director or the Department Chair, the BSW Program Director, in consultation with the Chair, will gather information to determine if further action is warranted. Further action may include, but is not limited to, referral to the University for violation of the Student Code of Conduct, conversation with the student and other involved parties to counsel student on expectations and ensure commitment to comportment, denial of formal admission to the BSW Program, and/or revocation of formal admission from the program.

Academic Integrity and Honesty

Integrity and ethical behavior are core values of the social work profession and the Washburn Department of Social Work. As a community of learners, students and faculty share responsibility for academic honesty and integrity. Students are expected to do their own academic work, actively participate in and provide equitable contributions to group assignments. All students are expected to conduct themselves appropriately and ethically in their academic work. Washburn University's [Academic Impropriety Policy](#) describes academically unethical behavior in detail and explains the actions that may be taken when such behavior occurs. For additional guidelines regarding fair use and protection of copyright, consult the [Copyright Guidelines web page](#).

The Washburn University Department of Social Work prohibits the following dishonest and unethical behaviors, regardless of intent. Evidence of violations of academic integrity may result in failure and/or immediate dismissal from the program.

- **Cheating.** Cheating is obtaining, using or attempting to use unauthorized materials or information (for example; notes, texts, or study aids) or help from another person (for example looking at another student's test paper, or talking with another student during an exam) in any work submitted for evaluation for academic credit including exams, quizzes, papers and/or other assignments. Other examples of cheating include submitting identical or highly similar papers or other assignments for credit in more than one course without prior permission from the course instructors, or submitting the same/similar work when retaking a course.

- **Fabrication.** Fabrication includes unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work (for example, falsifying references in a paper), altering, forging, or falsifying any academic record or other University document.
- **Facilitating academic dishonesty.** This is helping or attempting to assist another to commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one's test or allowing others to use or represent one's work as their own).
- **Obtaining an Unfair Advantage.** This includes, but is not limited to, the following: stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; intentionally obstructing or interfering with another student's academic work; or otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
- **Plagiarism.** Plagiarism involves representing someone else's work (including their words and/or ideas) as one's own or providing materials for such a representation. Examples of plagiarism include submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and/or cited, and submitting work written for the student by a third party including unpaid and paid writing services.

Revocation of Formal Admission and/or Termination from the Program

Revocation of Formal Admission to the BSW Program

Students formally admitted to the BSW Program are expected to demonstrate appropriate professional conduct and comportment and successfully complete the BSW field education and seminar sequence of courses. A student's failure to meet these expectations for academic or conduct/comportment reasons, including the failure to meet the performance standards of the field education placement agency, may result in revocation of the previously granted formal admission to the BSW program by the BSW Program Director and the Department Chair. Such a revocation may result in the dismissal of the student from the BSW Program. The student's right to appeal the revocation of their Formal Admission to the BSW Program is governed by the Washburn University School of Applied Studies Protocol Handbook and is summarized below in the Due Process for Grievance and Appeal section of this Handbook.

Reapplication for Formal Admission to the BSW Program Following Revocation

Students who have had their formal admission to the BSW program revoked can reapply for formal admission no sooner than one calendar year from the date of revocation and by the October 1st deadline. Students who choose to reapply must meet the minimum requirements for formal admission as detailed in the BSW Formal Admission Application. In addition, documentation regarding the factors that led to revocation will be considered upon review of the application. Any student reapplying for formal admission must include information in the personal narrative statement that discusses the issues that contributed to the revocation (professional, academic, behavioral), describes how those issues have been resolved, and plans for how the student intends to succeed in the future. While your application will be given careful consideration, reapplication to the BSW Program does not guarantee readmission.

Termination Due to Academic or Professional Performance

The BSW Program Director and Department Chair have the authority to terminate a student from the BSW Program for poor academic performance, unethical behavior, or other reasons that demonstrate unprofessional performance as a student in the program. Before initiating such an action, the Department Chair or BSW Program Director may seek to obtain additional information regarding the student's academic standing and/or conduct from department faculty, the student, field education director, and/or relevant others.

If the Department Chair or BSW Director determine that there is sufficient reason to question a student's fitness to continue in the program, they shall advise the student of the perceived deficiencies and notify the student of the opportunity to be heard on the proposed action. A written copy of the final action taken shall be given to the student and a copy will be given to the Dean of the School of Applied Studies. At the time of notice, the student shall be informed in writing of their right to appeal the action as well as the steps for an appeal.

If the Department Chair or BSW Program Director determine that the student's presence in the classroom or field education setting constitutes an immediate threat to the student and/or others, the Department Chair or BSW Program Director may impose an immediate suspension. If such action is taken, the Department Chair or BSW Program Director shall immediately notify the student, the Dean of the School of Applied Studies, the Vice President of Academic Affairs, the student's advisor, and any other parties (e.g., campus police, classroom or field education instructors) involved in the situation. For noncompliance with the University's Student Conduct and Disciplinary Code, additional procedures may be imposed by University officials as outlined in the *Washburn University Undergraduate Catalog*.

Due Process for Grievance and Appeals Policies

A student has the right to submit a grievance regarding actions or decisions made by Department of Social Work faculty and staff, and field education instructors/agencies. A grievance is brought forward when an individual believes that they have been subjected to unfair, inequitable, or discriminatory treatment or they have been subjected to an unfair, inequitable, or misinterpreted application of a policy or regulation. Please note, to protect students' rights to confidentiality, including through the [Family Education Rights and Privacy Act](#), only individual students may submit a grievance; no group grievances will be accepted. While a student's right to privacy will be respected, the Department cannot guarantee confidentiality. Details of an expressed grievance will be shared with Department and University faculty and staff who have a need to know or are required to be notified due to established University policies. Policies and procedures for different grievance reasons are provided below.

Grade Appeals

A student that is dissatisfied with a course grade should speak with the course instructor first. Such consultation normally takes place immediately following award of the grade and must occur no later than the fourth week of the next regular academic semester following the award of the grade. A student who is dissatisfied with the result of the instructor consultation, and desires to formally appeal a grade, should follow the university Grade Appeal Procedure outlined in the [Washburn University Grade Appeal Procedure](#).

Student Program Status Appeals

Students appealing a decision related to BSW program admission or termination must first meet and argue their case with the BSW Program Director. If satisfaction is not obtained, the student may then approach the Department Chair to argue their case. A student may elect to meet with the BSW Program Director and Department Chair at the same meeting. Following a meeting with the Department Chair, if the student is still not satisfied with the outcome, they may appeal to the Student Program Status Appeals Committee (SPSA). See Appendix D for details regarding the policy and procedures. Students can contact the Assistant Dean of the School of Applied Studies for assistance.

Grievances Regarding Other Students

A student has the right to express grievances regarding other students' behavior that does not follow the Washburn University [Student Code of Conduct](#), and will be handled according to the policies and procedures outlined within it. The Student Code of Conduct applies to occurrences on campus, at Washburn University sponsored events, and in some situations, off-campus. The Code of Conduct may also be applied to behavior conducted online, via email, or another electronic medium. Students are encouraged to report violations to the Student Code of Conduct as soon as possible, but there is no time limit for reports.

Students wishing to file a charge against a student for violations of the Student Conduct Code, should do so in writing and direct it to the Associate Vice President for Student Life. These grievances are then handled according to the policies and procedures outlined in the [Student Code of Conduct](#).

Grievances Regarding Field Education Instructor/Agency

A student who is dissatisfied with an action made by their Field Education Instructor or another person at the field education placement agency, should first address the concern with the Field Education Instructor, as soon as possible. In the event this step is not sufficient, the student should notify the respective Field Education Director in writing as soon as possible for assistance in finding resolution. Additional information regarding field education policies and procedures is found in the [Field Education Handbook](#).

Instances of Discrimination/Harassment

The University is required by federal laws to address complaints of discrimination and harassment. Students who believe that they have been discriminated against on the basis of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status or sexual orientation/gender identity, have the right to [file a complaint](#) with the Washburn University Equal Opportunity Director/Title IX Coordinator.

Other Grievances

Grievances about any other action or decision involving Department of Social Work faculty and staff should be made according to the following procedure and should be made as soon as possible after an issue occurs to promote timely resolution of the matter.

1. The student first discusses the issue with the faculty or staff member directly involved in the issue and attempts to reach resolution. This discussion should be held as soon as possible after an issue occurs, but no longer than 10 working days following the academic semester during which the issue occurred. It is expected that faculty/staff members respond to a student's grievance within five working days following a written or verbal request.

If the student is unable to discuss the issue directly for reasons such as absence or unwillingness of the faculty/staff member, fear of reprisal, unsatisfactory previous attempts of resolution, or undue stress, the student should begin at Step 2 with the BSW Program Director.

2. If the student is dissatisfied with the result of their conversation with the faculty/staff, or the student is unable to discuss the issue with the faculty or staff member as described above, the student may then submit their grievance by email to the BSW Program Director within 10 working days. If the student elects to meet with the BSW Program Director before submitting their concern in writing, it is likely that they will be asked to also submit their concern in writing. The process shall be terminated if notification is not received within 10 working days. The email notification should clearly describe the issue and all relevant details, as well as steps already taken to attempt to resolve it. After receiving the written grievance, the BSW Program Director will acknowledge receipt within 10 working days to the student's Washburn University email address. The BSW Program Director reserves the right to collect additional information needed to mediate the issue from faculty/staff and the student, and the student may be required to meet with the BSW Program Director in person. If the complaint is regarding a specific faculty/staff person's performance, the BSW Program Director reserves the right to refer the issue directly to the Department Chair. The student will be notified in writing to the Washburn University email address regarding the BSW Program Director's decision.
3. If the student is dissatisfied with the decision of the BSW Program Director, the student may then submit their grievance by email to the Department Chair within 10 working days. The process shall be terminated if notification is not received within 10 working days. The email notification should again clearly describe the issue and all relevant details, as well as steps already taken to attempt to resolve it. After receiving the written grievance, the Department Chair will acknowledge receipt within 10 working days to the student's Washburn University email address. The Department Chair reserves the right to collect additional information needed to mediate the issue from faculty/staff and the student, and the student may be required to meet with the Department Chair in person. The decision made by the Department Chair, in consultation with the Associate Dean of the School of Applied Studies, is final and will be provided in writing to the student's Washburn University email address.

Course Offerings

SW 100 Introduction to Social Work and Social Welfare (3)

The purpose of the course is to introduce interested students to the basic mission, values and ethics, knowledge base, methods, and services of the social work profession. An overview of the United States' historical response to human needs and the current status of public social welfare policy will be explored. *No prerequisites.*

SW 250 Diversity and Social Justice in Social Work (3)

This course presents an overview of concepts related to diversity, equity, inclusion, anti-racism, and social justice, in the context of social work practice with individuals, families, groups, organizations, and communities. Students will practice self-awareness of their personal biases and values, and strategies for managing their influence on working with diverse clients and constituencies. *No prerequisites.*

SW 325 Person-In-Environment I: Individuals and Families (3)

The purpose of this course is to develop knowledge about human behavioral interactions, using a person-in-environment perspective. Bio-psycho-social aspects of individual, family and group development and interactions will be emphasized. This course will provide the foundation for developing direct social work practice skills. *Prerequisites: SW 100 and SW 250.*

SW 326 Person-In-Environment II: Groups, Organizations, & Communities (3)

The purpose of this course is to develop knowledge about human interactions relevant to large groups, organizations, communities, cultures, societies, and other, larger systems. The emphasis will be to build upon the person-in-environment perspective, and to expand this model to encompass the effects of larger systems on individual functioning. This course will provide the foundation for developing social work macro-level practice skills. *Prerequisite: SW 100 and SW 250.*

SW 350 Social Policy and Programs (3)

The major purpose of this course is to develop the conceptual knowledge of policy formulation, and the content, values, and process elements necessary for conducting social policy analysis. *Prerequisite: SW 100 and 250.*

SW 352 Micro Social Work Practice (3)

The major purpose of this course is to prepare social work students for their field education work. The emphasis is on the development of working knowledge of the generalist practice model, interactional theories, and methods of facilitating change. In addition, there will be an emphasis placed on developing skills for providing social work services. For social work majors only. *Prerequisites: SW 100 and 250.*

SW 353 Macro Social Work Practice (3)

This second practice course will emphasize more advanced theoretical material, and the application of the generalist practice model to more complex systems. Skill development will be emphasized for assessment of client systems, and delivery of social work services. Audiovisual and other experiential techniques will be utilized. For social work majors only. *Prerequisites: SW 100 and 250.*

SW 425 Pre-BSW Field Education Workshop (0)

In this mandatory one-day workshop, BSW students will be oriented to the field education, expectations

regarding professional comportment, duties/responsibilities in completing tasks, required field education program paperwork, and other aspects of the field education experience. Concurrent enrollment in SW 354 – Seminar and Field Education is required. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and a 2.5 overall grade point average; admission to the BSW program; and a field education-director-approved placement in a Field Education site.*

SW 354 BSW Seminar and Field Education I (6)

This course integrates the Field Education component and the Practice Seminar. Students will spend 16 hours per week in their field education placements, with direct supervision by a licensed professional social worker. Opportunities for engaging in generalist social work practice at micro, mezzo and macro levels will be provided. In addition, students will attend a three-hour seminar each week. The seminar will emphasize the integration of their field education experiences with the generalist practice model, and theories of change. Students must complete the intake for the field education placement in their junior year by the posted deadlines. Concurrent enrollment in SW 425 – Pre-BSW Field Education Workshop is required. *Prerequisites: Declaration of Social Work Major on file; SW 100, 250, 325, 326, 352, and 353, and a 2.5 overall grade point average.*

SW 355 BSW Seminar and Field Education II (6)

This is the second semester of the field education experience and field education seminar required for social work majors. *Prerequisites: SW 100, 250, 325, 326, 352, 353, and 354.*

SW 356 Social Work Practice in Healthcare (3)

This course introduces students to generalist social work practice in healthcare settings, including the technological, social, political, ethical, and financial factors impacting patient care. This course emphasizes the relevant theories and models for healthcare practice at the micro, mezzo, and macro levels.

SW 357 Inclusive and Competent Social Work Practice in Healthcare (3)

The purpose of this course is to prepare social workers for generalist healthcare practice with clients from diverse backgrounds. The emphasis is on inclusive and culturally competent social work practice, to include the development of cultural awareness, humility, and knowledge about health and healthcare, as well as issues that can affect inclusive access, such as language and literacy, physical and cognitive ability, gender and sexuality, and macro, policy, and legal factors.

SW 358 Family Decisions in Healthcare (3)

The purpose of this course is to provide overall theoretical information about how families function and communicate during the process of health and long-term care decision-making. This course will provide overall generalist social work application skills and addresses interdisciplinary communication skills critical for working in a variety of healthcare settings.

SW 359 Human Sexuality and Social Work Practice (3)

The major purpose of this course is to prepare social work students to explore the physiological, psychological, and socio-cultural variables associated with sexual identity, sexual orientation, sexual behavior, as well as to introduce a variety of theories explaining sexual behavior, development of sexual norms, and gender fluidity. Students will develop an understanding and appreciation of all aspects of human sexual behavior.

SW 360 Geriatric Social Work Practice (3)

The purpose of this course is to provide students with an overview of gerontological social work in

generalist practice with an emphasis on the principles of practice, the application of research, and the formulation of policies as they relate to older adults. The course will define the role of the social worker from a gerontological perspective and will introduce considerations for special populations that are most vulnerable: aging people of color, the disabled, and gay and lesbian aged.

SW 361 Independent Study (1-3)

Social Work majors may pursue an independent research project approved by the BSW Program Director in consultation with the Department Chair. For social work majors only.

SW 362 Generalist Quantitative Research (3)

Introduces students to the basic principles of generalist quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on becoming a responsible consumer of quantitative research as well as exploring quantitative evaluation of programs and outcomes of practice. *Prerequisites: SW 100 and SW 250.*

SW 363 Generalist Qualitative Research (3)

Introduces students to the basic principles of generalist qualitative social work research, including ethics, problem formulation, and qualitative research designs and methodologies. Emphasis is placed on becoming a responsible consumer of qualitative research as well as exploring qualitative evaluation of programs and outcomes of practice. *Prerequisite: SW 100 and SW 250.*

SW 372 Social Work Practice in Child Welfare (3)

The purpose of this course is to provide students with an overview of child welfare services from a historical, theoretical, and social work practice perspective. This course will examine specific types of child endangerment through the lens of social and racial justice, including the etiology of the maltreatment, provision of services, how the consumer views the services, as well as the influence of bias, power, and personal values on client outcomes.

SW373 Case Management in Social Work Practice (3)

This course provides students with an overview of generalist case management, including the contexts in which services are delivered, with clients from diverse backgrounds. An emphasis is placed on social work knowledge and skills regarding assessment, goal setting and monitoring, and coordination of services; knowledge of person-in-environment and other culturally responsive frameworks; and cultural humility and respect for client self-determination.

SW374 Social Work Practice with Survivors (3)

This course introduces social work practice with children and adults who have experienced sexual assault/abuse, interpersonal/family violence, human trafficking, or violent crime. An emphasis is placed on: person-in-environment and empowerment theories; social work assessment, intervention, and advocacy practices; related policies and laws and their connection with social work practice; intersections with the National Association of Social Workers Code of Ethics; managing affective reactions, vicarious traumatization, and self-care; and intersections with anti-racism, diversity, equity, and inclusion.

SW 390 Contemporary Issues in Social Work (3)

A series of courses is designed to supplement the core curriculum. Each of these Special Topic courses will focus on a contemporary issue and will emphasize the integration of core social work values and ethics, the generalist practice model, and theories of human interactions and change.

SW 395 International Service Experience (3)

This course uses an international lens to provide students the opportunity to learn about social work practice, including the effects of historical, social, psychological, physical, and environmental conditions on individual, family, and community well-being. A portion of this course includes international travel.

For information regarding the Department of Social Work Faculty, including credentials and contact information, please visit the department's [faculty and staff web page](#).

APPENDIX A – BSW ADVISING SHEET FOR SOCIAL WORK DEPARTMENT

Student Name		Pronouns:		WIN		PIN		
Phone				E-Mail				
Street Address				City, State, Zip				
Advisor Name			Date			Advisor Signature		
Washburn Transformational Experience Requirement								
	Service	Study Abroad	Leadership	Scholarly/Creative Activity				
Core University Requirements (Must receive a grade of C or better).								
x	Course #	Course Name			Hours	Semester/Year	Grade	
	EN 101	English Composition I			3			
	EN 200	English Composition II			3			
	MA 112 (or 116 or higher)	Essential Mathematics (or College Algebra or higher)			3			
	CN 101, 150, or 351	Washburn Experience			3			
Gen Ed – Arts & Humanities (Art, Communications, Dance, English, Foreign Language (not 101 level), History, Mass Media, Music, Philosophy, Religion, Theatre, Women and Gender Studies) Only one course per subject. Students must receive a C or better.								
x	Course #	Course Name			Hours	Semester/Year	Grade	
					3			
					3			
Gen Ed - Natural Sciences (Biology, Chemistry, Physics) 4-5 hours minimum. Students must take a natural science course AND its lab section.								
x	Course #	Course Name			Hours	Semester/Year	Grade	
					4-5			
Gen Ed - Social Sciences (Anthropology, Economics, History, Political Science, Geography, Psychology, Sociology) (Also KN 248) At least 6 hours. Only one course per subject. BSW students must complete 3 hours in psychology and An 112 with a grade of C or better.								
x	Course #	Course Name			Hours	Semester/Year	Grade	
	AN 112	Cultural Anthropology			3			
	PY	Psychology			3			
Other Courses Outside of the SW Department Required for the Degree – Students must receive a grade of a C or better								
x	Course #	Course Name			Hours	Semester/Year	Grade	
	HS 131	Human Development			3			
	WU 101	Washburn Experience			3			
	EN 308	Scientific and Technical Writing			3			
Electives – Sufficient to reach the 120-hours minimum for all baccalaureate degrees.								
		(Inclusion and Belonging Course)			3			
		(Scientific Reasoning and Literacy Course)			3			

Social Work (51 Hours – Must receive a grade of C or better in all social work courses).

x	Course #	Course Name	Hours	Sem/Year	Grade
	SW 100	Introduction to Social Work and Social Welfare (<i>fall/spring/summer</i>)	3		
	SW 250	Diversity and Social Justice in Social Work (<i>fall/spring</i>)	3		
	SW 325	Micro Human Behavior and the Social Environment (<i>fall only</i>)	3		
	SW 326	Macro Human Behavior and the Social Environment (<i>spring only</i>)	3		
	SW 350	Social Policy and Programs (<i>spring only</i>)	3		
	SW 352	Micro Social Work Practice (<i>fall only</i>)- JUNIOR YEAR ONLY	3		
		Apply for Formal Admission (2.5 GPA Required) – Deadline October 1			
		Complete Field Education Intake Form – Deadline November 1			
	SW 353	Macro Social Work Practice (<i>spring only</i>)- JUNIOR YEAR ONLY	3		
	SW 425	Pre-BSW Field Education Workshop (<i>fall only</i>) – SENIOR YEAR ONLY	0		
	SW 354	BSW Seminar and Field Education I (<i>fall only</i>) – SENIOR YEAR ONLY	6		
	SW 355	BSW Seminar and Field Education II (<i>spring only</i>) – SENIOR YEAR ONLY	6		
		BSW Honors Application (see BSW Handbook for details)- Deadline February 15			
	SW 362	Generalist Quantitative Research (<i>fall only</i>)	3		
	SW 363	Generalist Qualitative Research (<i>spring only</i>)	3		
	SW SPECIAL TOPICS (See below for concentration requirements) (includes SW356, SW357, SW358, SW359, SW360, SW372, SW373, SW374, SW 390, SW395)				
	SW	Social Work Special Topic 1 (<i>fall/spring/summer</i>)	3		
	SW	Social Work Special Topic 2 (<i>fall/spring/summer</i>)	3		
	SW	Social Work Special Topic 3 (<i>fall/spring/summer</i>)	3		
	SW	Social Work Special Topic 4 (<i>fall/spring/summer</i>)	3		
		Subtotal	51		

Notice: The student is responsible for reviewing University and degree requirements in the catalog year of their admission.

Healthcare Social Work Concentration

Course #	Course Name	Hours	Semester/Year	Grade
SW 356	Social Work Practice in Healthcare (Required) plus 2 electives*	3		
SW		3		
SW		3		

*SW 357; SW 358; SW 359 or SW 360. **Students must take one additional special topics course for BSW**

Child Welfare Social Work Concentration

Course #	Course Name	Hours	Semester/Year	Grade
SW 372	Social Work Practice in Child Welfare	3		
SW 373	Case Management in Social Work Practice	3		
SW 374	Social Work Practice with Survivors	3		

Students must take one additional special topics course for BSW

Advising and Professional Development Comments

1. Review GPA with Student
- 2.
- 3.

Post-Graduation Education & Career Goals

Field of Practice Interest: 1. Administration 2. Child Welfare/Family Services 3. Community Organization/Social Justice 4. Criminal Justice/Corrections 5. Developmental Disabilities	6. Healthcare/Older Adults 7. Immigration 8. Mental Health 9. Military/Veterans Affairs 10. Public Policy/Research	11. Schools 12. Substance Abuse/Addictive Behaviors 13. Victim/Survivor Services 14. Other _____
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APPENDIX B – SAMPLE 4-YEAR SCHEDULE FOR BSW DEGREE

Freshman			
Fall Semester		Spring Semester	
WU 101 – Washburn Experience	3	EN 200	3
EN 101 – First Year Writing	3	AR/MU/TH General Education	3
Humanities General Education	3	Soc. Sci. General Education	3
PY 100 – General Psychology	3	Natural Science General Education	3
SW 100 – Intro to Social Work and Social Welfare	3	SW 250 – Diversity and Social Justice in Social Work	3
Total	15	Total	15
Sophomore			
Fall Semester		Spring Semester	
MA 112 or 116	3	Natural Science General Education	3
Natural Science General Education	3	Humanities General Education	3
Soc. Sci. General Education (Psychology or Sociology)	3	SW 326 – PIE II: Groups, Organizations, and Communities	3
Professional Writing-Helping Professions	3	HS 131– Human Development	3
AN 112 – Cultural Anthropology	3	Social Work Special Topics Course	
SW 325 – PIE I: Individuals and Families			
Total	15	Total	15
Junior			
Fall Semester		Spring Semester	
EN 308 – Scientific and Technical Writing	3	SW 350 – Social Work Policy and Programs	3
SW 352 - Micro Social Work Practice	3	SW 353 – Macro Social Work Practice	3
Non-Program Upper/Lower Division Elective	3	Non-Program Upper/Lower Division Elective	3
Non-Program Upper/Lower Division Elective Non-Program Upper/Lower Division Elective	3	Non-Program Upper/Lower Division Elective	3
	3	Social Work Special Topics Course	3
Total	15	Total	15
Senior			
Fall Semester		Spring Semester	
SW 425 – Pre-BSW Field Education Workshop	0	SW 355 – BSW Seminar and Field Education II	6
SW 354 – BSW Seminar and Field Education	6	Social Work Special Topics Course	3
Social Work Special Topics Course	3	SW 363 – Generalist Qualitative Research	3
SW 362 – Generalist Quantitative Research	3	Non-Program Upper/Lower Division Elective	3
Non-Program Upper/Lower Division Elective	3		
Total	15	Total	15

APPENDIX C- SAMPLE 2 TO 2 ½ YEAR SCHEDULE FOR BSW DEGREE FOR TRANSFER STUDENTS

For Spring Start (2 ½ years):

		Spring Semester	
		SW 100-Intro to Social Work and Social Welfare	3
		SW 250-Diversity and Social Justice in Social Work	3
		SW 326-PIE II: Groups, Organizations, and Communities	3
		SW Correlate Courses (AN112, PSY100, HS 131)	3
			15
Fall Semester		Spring Semester	
EN 308 – Technical and Scientific Writing	3	SW 353 – Macro Social Work Practice	3
SW 325- PIE I: Individuals and Families	3	SW 350 – Social Work Policy and Programs	3
SW 352-Micro Social Work Practice	3	SW Special Topics Course	3
SW Special Topics Course	3	SW Correlate Courses (AN112, PSY100, HS 131)	3
SW Correlate Courses (AN112, PSY100, HS 131)	3	Remaining general education requirements/electives	3
(APPLY FOR FORMAL ADMISSION)			
TOTAL	15	TOTAL	15
Fall Semester		Spring Semester	
SW 425 – Pre-BSW Field Education Workshop	0	SW 355 – BSW Seminar and Field Education	6
SW 354 – BSW Seminar and Field Education	6	SW 363 – Generalist Qualitative Research	3
SW 362 – Generalist Quantitative Research	3	SW Special Topics Course	3
SW Special Topics Course	3	Remaining general education requirements/electives	3
Remaining general education requirements/electives	3		
TOTAL	15		15

For Fall Start (2 years)

		Spring Semester	
SW 100-Intro to Social Work and Social Welfare	3	SW 326 – PIE II: Groups, Organizations, and Communities	3
SW 250-Diversity and Social Justice in Social Work	3	SW 350 – Social Work Policy and Programs	3
SW 325-PIE I: Individuals and Families	3	SW 353 – Macro Social Work Practice	3
SW 352 – Macro Social Work Practice	3	SW Special Topics Course	3
SW Correlate Courses (AN112, PSY100, HS 131)	3	EN 308 – Scientific and Technical Writing	3
(APPLY FOR FORMAL ADMISSION)			
	18		15
Fall Semester		Spring Semester	
SW 425 – Pre-BSW Field Education Workshop	0	SW 355 – BSW Seminar and Field Education II	6
SW 354 – BSW Seminar and Field Education I	6	SW 363 – Generalist Qualitative Research	3
SW 362 – Generalist Quantitative Research	3	SW Special Topics Course	3
SW Special Topics Course	3	SW Special Topics Course	3
SW Correlate Courses (AN112, PSY100, HS 131)	3		
TOTAL	15		15

APPENDIX D - STUDENT PROGRAM STATUS APPEALS POLICY AND CONSENT FORM

Students appealing a decision related to acceptance into a program or termination of status in a program, should follow the steps outlined below.

A student must first attempt to resolve their dispute concerning program status through consultation with the program director or coordinator. The program director or coordinator must be notified in writing by the student of their intention to begin the appeal process. Such notification must be received within 10 working days of the day on which the student receives notification of the decision related to acceptance into a program or termination of status in a program. If satisfaction is not obtained, the student may then appeal this decision to the chair of the department. The Department Chair must be notified in writing by the student of their intention to continue the appeal process. Such notification must be received within 10 working days of the day on which the student was notified of the program director or coordinator's decision regarding the student's appeal. The process shall be terminated if notification is not received within 10 working days. Following meeting with the chair of the department, if the student is still not satisfied with the outcome, they may appeal to the Student Program Status Appeals Committee (SPSA). The Associate Dean of the School of Applied Studies must be notified in writing by the student of their intention to continue the appeal process. Such notification must be received within 10 working days of the day on which the student was notified of the department chair's decision regarding the student's appeal. The process shall be terminated if notification is not received within 10 working days. Upon receiving an appeal from the student, the university representative at each level (program director, department chair, or Dean) will reach and communicate a decision to the student as soon as possible, but not more than 30 working days from receipt of appeal, unless exceptional circumstances occur and are communicated to the student. Meetings may be held remotely if any entity makes such a request.

The SPSA committee will be composed of faculty from the SAS with the associate dean presiding as chair of the committee. Members of the committee will be appointed by the Dean. The Dean will seek to appoint members who do not have a conflict of interest with the petitioner; however, all appointments are final and cannot be challenged. The committee will include four members and represent a minimum of two departments. The associate dean will not be a voting member of this committee.

It is critical that the student understand the following:

1. The burden of proof, which is a preponderance of evidence, rests with the student who is responsible to present evidence to support the argument.
2. The decision of the SPSA is final.

In this final stage of the appeal process the student must complete the following steps.

1. The student submits a letter of appeal to the SPSA. In that letter of the Appeal the student must:
 - a. Specifically detail what program policy is being challenged
 - b. State clearly how that policy was applied to the student
 - c. Articulate all arguments which support the student's appeal
2. The Department Chair will submit any materials related to their recommendation, including if applicable, materials submitted by the Program Director.
3. The SPSA will schedule a meeting for argument to be heard by both the student and the program director or chair.
4. The student will be allowed to make a presentation to the committee; however, only arguments stated in the appeal letter will be heard. The Program Director/Department Chair will be allotted an

equal amount of time to present. The amount of time allotted is at the discretion of the committee as long as both parties have equal time allowed. No one other than these individuals will be allowed to make a presentation at the hearing.

5. The student is allowed to bring a person with them for support. If the student decides to bring another person with them to the hearing, then the student must sign a consent form in compliance with FERPA and the privacy of student records). The support person in attendance with the student may not address the committee though the student may ask for their advice during the hearing.
6. A committee vote of more than 50% (e.g. 3 out of 4) is required to support the student's petition.
7. The chair of the SPSA will notify in writing the student and the Department Chair the decision of the Committee.
8. The decision of the SPSA will be final and there will be no more appeals.

Student Program Status Appeal (SPSA) Consent Form

The Family Educational Rights and Privacy Act (FERPA) affords certain rights to students concerning the privacy of, and access to, their education records. Persons other than University officials, as defined by the University under FERPA, are considered third parties under FERPA to which disclosure of education records is not permitted without consent of the student.

Students may choose to complete and submit this form to allow a third party to be present when information from the student's education records are discussed or reviewed. Please note that while this form authorizes Washburn University to share private student information with a designated third party, it does not obligate Washburn University to do so.

Protected records under FERPA include information directly related to a student that is maintained by the institution. This includes, but is not limited to, grade information, disciplinary documentation, and billing and financial aid data. The Student Program Status Appeal (SPSA) process allows the student making the appeal to have a third-party support person present during their presentation to the SPSA committee.

For additional information, visit Washburn's FERPA Information page at <http://www.washburn.edu/statements-disclosures/ferpa/> or

The U.S. Department of Education's website at www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Please enter the name and address of the person who will attend the meeting and may have access to your private student information.

Name: _____

Address: _____

City, State, Zip: _____

Relationship to Student: _____

I understand (1) I have the right not to consent to the person being present during the appeal process, (2) I have a right to revoke this consent at any time.

Student Name: _____
(Print)

WIN: _____

Student Signature: _____

Date: _____