



**Cleveland State University
School of Social Work**

Baccalaureate Social Work Program

Student Handbook
2022 - 2023



Updated November 2022

Table of Contents

Welcome	3
About the School of Social Work	4
The History of the School of Social Work	4
The Mission and Goals of the School of Social Work	6
Social Work Competencies with Knowledge and Practice Behaviors for Generalist Social Work Practice	7
University Course of Study	20
BSW Plan of Study	22
Field Education	26
Criteria for the Social Work Major	32
Academic Advising	37
Student Activities & Organizations	40
NASW Student Organization	40
Phi Alpha Social Work Honor Society	40
Social Work Profession	41
NASW Code of Ethics	41
State Social Work Licensure	42
Council on Social Work Education (CSWE)	43
About CSU	44
Student Conduct Code	44
Office of Disability & Testing Services	45
Student Resources: Technology & Tutoring	46
Technology	46
Tutoring	46
Appendix A	48

Welcome

On behalf of the administration, faculty, and staff of the Bachelor of Social Work Program at Cleveland State University, we would like to welcome you! You are joining a diverse and dedicated group of students and faculty united by their commitment and passion to make a difference. Like all positive endeavors, your time in the program will be challenging but also rewarding. We encourage you to make the most of this experience.

Christopher A. Mallett, Ph.D., LISW-S, Esq.

Director, School of Social Work

Kimberly Fuller, Ph.D., LISW-S

Director, Bachelor of Social Work Program

FULL-TIME FACULTY

Professor Wendy Bilgen, w.a.berger@csuohio.edu 216-687-4564

Professor Reinheld Boehme, r.boehme@csuohio.edu 216-687-4560

Dr. Cyleste Collins c.c.collins44@csuohio.edu 216-687-4571

Dr. Kimberly Fuller k.a.Fuller@csuohio.edu 216-687-4588

Dr. Cynthia Hovland c.hovland@csuohio.edu 216-687-4553

Dr. Eunyle Lee, e.lee85@csuohio.edu 216-687-4599

Dr. Cathleen Lewandowski c.lewandowski@csuohio.edu 216-523-3520

Dr. Christopher Mallett c.a.mallett@csuohio.edu 216-523-7514

Professor Denise Sadler, d.sadler@csuohio.edu 216-687-3564

Dr. Mamadou Seck m.seck@csuohio.edu 216-523-7513

Dr. Patricia Stoddard Dare p.stoddarddare@csuohio.edu 216-687-4568

Dr. George Tsagaris g.tsagaris@csuohio.edu 216-523-7474

Dr. Victoria Winbush v.winbush@csuohio.edu 216-687-398

FIELD EDUCATION

Thelma Shepherd, MSW, LISW, Assistant Field Coordinator, t.shepherd@csuohio.edu 216-523-7467

Derrick Hopperton, MSW, LISW, Director of Field Education, d.hopperton@csuohio.edu

UNIVERSITY PARTNERSHIP PROGRAM (child welfare)

Patricia Price-Johnson, Coordinator, p.pricejohnson@csuohio.edu

About the School of Social Work

The History of the School of Social Work

The development of the School of Social Work grew out of an expressed need of the social services providers in the Greater Cleveland community. The department began with a baccalaureate program, established in the fall of 1967. The basis for this program was documented through a planning study, "A Society's Need, A University's Need" that was sanctioned with a grant provided to the university in 1966, by the Department of Health, Education and Welfare and the Vocational Rehabilitation Administration. Dr. Albert Cousins of the Sociology Department was designated as Planning Director.

During the 1960s, many new social service programs were developed through federal initiatives, which required the need for trained personnel at the community level. Historically, individuals with bachelors' degrees without a social work concentration had delivered Social Services. The Federal Initiatives that focused on juvenile delinquency prevention and the war on poverty provided the opportunities for people at the community level (Grass Roots Level) to enter into the social work profession. It was this segment of the population and the hiring agencies that were eager for formal social work educational opportunities. Cleveland State University responded to their interest and need.

The program began in 1967-68, with two faculty members as part of the Sociology Department. Six Social Service courses were offered and required, two of which were Field Experiences. Social work interventions were taught with a methods focus: Social Services to individuals, groups, and community development. Students were expected to have had a strong liberal arts background, having completed such courses as psychology, sociology, economics, history, philosophy, and ethics. In 1970, the first two individuals graduated with a bachelors degree in social services.

During the growth and development of the department in the 1970s, there was tremendous growth in student enrollment. Faculty in specialty areas such as health, mental health, child welfare, and corrections were added to the curriculum. More importantly, the social service curriculum was undergoing major revisions. Field instruction was of such value and concern that the Department committed significant faculty resources to the field liaison function and to the development of field practicum sites. Consequently, well-rounded field experiences were developed in more than one hundred public and voluntary agencies in fields of practices such as corrections, family and child welfare, health, mental health, community development and housing, and community planning. These agencies collaborated with the Department in preparation of social services majors to become competent generalist social work practitioners. An effective and lasting community/Department partnership was developed. It was during this time that the Social Service Department changed to the Social Work Department. In the winter quarter of 1974-75, the Council on Social Work Education (CSWE) performed the School's first

accreditation review of its baccalaureate social service program. The department received a five-year accreditation, the longest possible, and a confirmation of the efforts to improve and expand the curriculum. One area identified for greater strengthening was the field education component. Even greater efforts were devoted to upgrading this component of the School.

As the Department continued to make strides in its growth and development, the faculty began to explore and develop education at advanced levels. Therefore, the 1980s were rich with excitement around the possibilities of meeting the unique need for graduate level education in social work that addressed the demands of a pluralistic society in an urban setting with an open enrollment. Further, there were requests from baccalaureate students, alumni, and social service agencies in Northeastern Ohio for accessible and affordable graduate social work education. The Ohio Board of Regents approved the exploration of the development of a joint program with educational institutions in geographical proximity. In the late 1980s, the University of Akron and Cleveland State University began actively developing the Masters in Social Work (MSW) program. Collaborative planning for the master's program required a number of compromises and concessions. One of the most exciting outcomes was the decision to use distance-learning technology to deliver the courses in the MSW curriculum. The joint MSW program was a unique method of meeting the need for accessible and affordable graduate social work education in Northeastern Ohio. The Joint MSW Program was initially accredited in February of 1999. In 2014, the joint program was separated, and both universities established a stand-alone MSW Program, better meeting the needs of their respective communities.

The Program's continued milestone is evident in the Department becoming the School of Social Work in the Fall Semester of 2005. Graduates of the baccalaureate Program now receive a BSW as opposed to a B.A. degree, beginning in the Spring Semester 2007.

The Cleveland State University School of Social Work's philosophy is to work in partnership with the community of Northeastern Ohio to stay knowledgeable about the social, economic, and political trends in society that will impact vulnerable populations. Frequently, these trends may alter the content of the curriculum. The community/School partnership has guided and directed the School since its origin through its growth and development, as well as pointed the way of the future. The School of Social Work is looking forward to a great future of expanding its curriculum, offering unique approaches to learning, as well as creating further opportunities for research and educational development. In this regard, the School of Social Work has remained focused on and committed to its mission, ensuring that its goals and objectives carry out the mission and reflect throughout the course of study.

The Mission and Goals of the School of Social Work

Purposes, Goals and Objectives

The School of Social Work's mission and goals are the result of an ongoing assessment process that dictates the appropriate academic preparation for students to prepare themselves to effectively assume the roles of beginning level generalist social work practitioners in different fields of practice with diverse populations. This process involves reviewing the curriculum and staying knowledgeable about social, political, economic and environmental trends that impact diverse populations and populations-at-risk.

“Our mission is to prepare and engage students in competent generalist social work practice that will promote health and human well-being, social and economic justice, and equality within a diverse learning environment. We are committed to generating research and scholarship that promote collaboration with lay and professional communities to ensure an effective quality of life for all people in Northeast Ohio, the State, and internationally.”

The School carries out its mission through **four major goals** that are designed to reflect the philosophy and purpose of the social work profession, the mission and goals of the university and the Council on Social Work Education (CSWE) Curriculum Policy Statement. They are:

1. Provide a coherent integrated curriculum within a diverse urban environment, grounded in an interdisciplinary liberal arts perspective that supports the professional foundation and exhibits student competency in social work knowledge, skills, values, and ethics.
2. Advocate for all policies to ensure social and economic justice and effective service delivery to all at risk and vulnerable populations, both locally and globally.
3. Establish linkages with public and private entities to improve health and human services that will enhance the quality of life for Northeast Ohio residents, and will maintain applied learning experiences for students.
4. Stay knowledgeable about research that informs practice and prepares graduates to engage in scientific inquiry and life-long learning to ensure ongoing professional development and best practices.

Social Work Competencies with Knowledge and Practice Behaviors for Generalist Social Work Practice

February 2022

CSWE 2022 Educational Policy and Accreditation Standards (EPAS)

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of practice behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

K & PB	Knowledge, Values and Practice Behaviors
C1	Demonstrate Ethical and Professional Behaviors.
C1. K1A	Demonstrate an understanding of the value base of the profession and its ethical standards.
C1. K1B	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with individuals.
C1. K1C	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with families
C1. K1D	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with groups.
C1. K1E	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with organizations.
C1. K1F	Demonstrate an understanding of relevant policies, laws, and regulations that may affect practice with communities.
C1. K2	Demonstrate an understanding that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.
C1.	Demonstrate an understanding of the frameworks of ethical decision making and

K3A	apply principles of critical thinking to those frameworks in practice.
C1. K3B	Demonstrate an understanding of the frameworks of ethical decision making and apply principles of critical thinking to those frameworks in research.
C1. K3C	Demonstrate an understanding of the frameworks of ethical decision making and apply principles of critical thinking to those frameworks in policy.
C1. K4	Recognize and manage personal values and the distinction between personal and professional values.
C1. K5	Demonstrate an understanding of how their evolving worldview, personal experiences, and affective reactions influence professional judgment and behavior.
C1. K6	Demonstrate an ability to take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice.
C1. K7A	Demonstrate the use of rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities.
C1. K7B	Recognize historical and current contexts of oppression in shaping institutions and social work.
C1. K8	Demonstrate an understanding of the role of other professionals when engaged in interprofessional practice.
C1. K9	Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.
C1. K10	Demonstrate an understanding of digital technology and the ethical use of technology in social work practice.
C1. PBA	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.
C1. PBB	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
C1. PBD	Use technology ethically and appropriately to facilitate practice outcomes.
C1. PBE	Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

K & PB	Knowledge, Values and Practice Behaviors
C2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice
C2. K1	Demonstrate an understanding that every person regardless of position in society has fundamental human rights.
C2. K2	Demonstrate an understanding about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response.
C2. K3	Demonstrate an ability to critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.
C2. K4	Demonstrate an ability to advocate for and engage in strategies designed to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.
C2. PBA1	Advocate for human rights at the individual level.
C2. PBA2	Advocate for human rights at the family level.
C2. PBA3	Advocate for human rights at the group level.
C2. PBA4	Advocate for human rights at the organizational level.
C2. PBA5	Advocate for human rights at the community level.
C2. PBB	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

K & PB	Knowledge, Values and Practice Behaviors
C3	Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice
C3. K1A	Demonstrate an understanding of how racism and oppression shape human experiences.
C3. K1B	Demonstrate an understanding of how racism and oppression influence practice at the individual level.
C3. K1C	Demonstrate an understanding of how racism and oppression influence practice at the family level.
C3. K1D	Demonstrate an understanding of how racism and oppression influence practice at the group level.
C3. K1E	Demonstrate an understanding of how racism and oppression influence practice at the organization level.
C3. K1F	Demonstrate an understanding of how racism and oppression influence practice at the community level.
C3. K1G	Demonstrate an understanding of how racism and oppression influence policy.
C3. K1H	Demonstrate an understanding of how racism and oppression influence research.
C3. K2	Demonstrate an understanding of the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.
C3. K3A	Demonstrate an understanding of how diversity and intersectionality shape human experiences and identity development.
C3. K3B	Demonstrate an understanding of how diversity and intersectionality affect equity and inclusion.
C3. K4	Demonstrate an understanding of how the dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign

	status.
C3. K5	Demonstrate an understanding that intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.
C3. K6A	Demonstrate an understanding of the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.
C3. K6B	Demonstrate an understanding of cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.
C3. PBA1	Demonstrate anti-racist and anti-oppressive social work practice at the individual level.
C3. PBA2	Demonstrate anti-racist and anti-oppressive social work practice at the family level.
C3. PBA3	Demonstrate anti-racist and anti-oppressive social work practice at the group level.
C3. PBA4	Demonstrate anti-racist and anti-oppressive social work practice at the organization level.
C3. PBA5	Demonstrate anti-racist and anti-oppressive social work practice at the community level.
C3. PBA6	Demonstrate anti-racist and anti-oppressive social work practice at the research level.
C3. PBA7	Demonstrate anti-racist and anti-oppressive social work practice at the policy level.
C3. PBB	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

K & PB	Knowledge, Values and Practice Behaviors
C4	Engage in Practice-Informed Research and Research-Informed Practice
C4. K1	Demonstrate an understanding of ethical, culturally informed, anti-racist and anti-oppressive approaches in conducting research and building knowledge.
C4. K2	Demonstrate an understanding of how the use of research informs their practice decision making and articulate how their practice experience informs research and evaluation decisions.
C4. K3A	Demonstrate ability to critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice.
C4. K3B	Demonstrate ability to critically evaluate and critique current, empirically sound research to inform decisions pertaining to policy.
C4. K3C	Demonstrate ability to critically evaluate and critique current, empirically sound research to inform decisions pertaining to programs.
C4. K4	Demonstrate an understanding of the inherent bias in research and evaluate, design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.
C4. K5	Demonstrate an understanding of how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses.
C4. K6	Demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and interpret data derived from these methods.
C4. K7	Demonstrate knowledge about methods to assess reliability and validity in social work research.
C4. K8	Demonstrate ability to articulate and share research findings in ways that are usable to a variety of clients and constituencies.
C4. K9	Demonstrate an understanding of the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.
C4. PBA	Apply research findings to inform and improve practice, policy, and programs.
C4. PBB	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative research methods to advance the

	purposes of social work.
--	--------------------------

Competency 5: Engage in Policy Practice

K & PB	Knowledge, Values and Practice Behaviors
C5	Engage in Policy Practice
C5. K1	Demonstrate an understanding of social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services.
C5. K2	Recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.
C5. K3	Demonstrate an understanding of the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses.
C5. K4A	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with individuals.
C5. K4B	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with families.
C5. K4C	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with groups.
C5. K4D	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with organizations.
C5. K4E	Demonstrate an understanding of their influence in policy formulation, analysis, implementation, and evaluation within their practice settings with communities.
C5. K5	Demonstrate an understanding of and advocate for anti-racist and anti-oppressive policy practice that can effect change in those settings.
C5. PBA	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
C5. PBB	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

K & PB	Knowledge, Values and Practice Behaviors
C6	Engage with Individuals, Families, Groups, Organizations, and Communities
C6. K1A	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of individuals.
C6. K1B	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of families.
C6. K1C	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of groups.
C6. K1D	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of organizations
C6. K1E	Demonstrate an understanding that engagement is an ongoing component of the dynamic process of social work practice with and on behalf of communities.
C6. K2	Demonstrate an understanding of the importance of human relationships.
C6. K3A	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals.
C6. K3B	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including families.
C6. K3C	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including groups.
C6. K3D	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including organizations.
C6. K3E	Demonstrate an understanding of theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including communities.
C6.	Demonstrate self-reflection and an understanding how bias, power, and privilege as

K4	well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.
C6. K5	Demonstrate an understanding of the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
C6. PBA	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies.
C6. PBB	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

K & PB	Knowledge, Values and Practice Behaviors
C7	Assess Individuals, Families, Groups, Organizations, and Communities
C7. K1	Demonstrate an understanding that engagement is an ongoing component of the dynamic and interactive process of social work practice.
C7. K2A	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals.
C7. K2B	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including families.
C7. K2C	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including groups.
C7. K2D	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including organizations.
C7. K2E	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically

	evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including communities.
C7. K3A	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals to develop a mutually agreed-upon plan.
C7. K3B	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with families to develop a mutually agreed-upon plan.
C7. K3C	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with groups to develop a mutually agreed-upon plan.
C7. K3D	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with organizations to develop a mutually agreed-upon plan.
C7. K3E	Demonstrate an understanding of how assessment involves a collaborative process of defining presenting challenges and identifying strengths with communities to develop a mutually agreed-upon plan.
C7. K4	Recognize the implications of the larger practice context in the assessment process and use the interprofessional collaboration in this process.
C7. K5	Demonstrate self-reflection and an understanding of how bias, power, privilege, and their personal values and experiences affect their assessment and decision making.
C7. PBA	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual theoretical frameworks, when assessing clients and constituencies.
C7. PBB	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

K & PB	Knowledge, Values and Practice Behaviors
C8	Intervene with Individuals, Families, Groups, Organizations, and Communities

C8. K1	Demonstrate an understanding that intervention is an ongoing component of the dynamic and interactive process of social work practice.
C8. K2A	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals.
C8. K2B	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including families.
C8. K2C	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including groups.
C8. K2D	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including organizations.
C8. K2E	Demonstrate an understanding of theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including communities.
C8. K3	Demonstrate an understanding of methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals.
C8. K4	Demonstrate an understanding of how to facilitate effective transitions and endings.
C8. PBA	Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve client and constituency goals.
C8. PBB	Incorporate culturally responsive methods to negotiate, mediate, and advocate, with an on behalf of clients and constituencies.

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

K & PB	Knowledge, Values and Practice Behaviors
C9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
C9. K1A	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals.
C9. K1B	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse families.
C9. K1C	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse groups.
C9. K1D	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse organizations.
C9. K1E	Demonstrate an understanding that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse communities.
C9. K2	Recognize the importance of evaluating processes and outcomes to increase practice, policy, and service delivery effectiveness.
C9. K3	Demonstrate an understanding of anti-racist and anti-oppressive perspectives in evaluating outcomes.
C9. K4	Demonstrate an understanding of theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes.
C9. K5	Demonstrate an understanding of qualitative and quantitative methods used for evaluating outcomes and practice effectiveness.
C9. PBA	Select and use culturally responsive methods for evaluation of outcomes.
C9. PBB1	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals.

C9. PBB2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with families.
C9. PBB3	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with groups.
C9. PBB4	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with organizations.
C9. PBB5	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with communities.

University Course of Study

Summary Table of New General Education Requirements (as approved by Faculty Senate, April 2007; effective Fall 2008)

Area	Course/credit Requirement	Min Credits	Further Requirements
Basic Foundation			
Intro to University Life	1 course	1	Must be completed in first year.
Writing/Composition	2 courses	6	Must be completed in the first year or prior to completion of the first 30 hours of coursework.
Mathematics/QL	2 courses	6	First course must be completed in the first year or prior to completion of the first 30 hours of coursework.
Breadth of Knowledge Requirements			
Natural Sciences	2 courses plus 1 hour of lab	7	Each course must be a minimum of 3 hours.
Social Sciences	2 courses (from 2 different departments)	6	Each course must be a minimum of 3 hours. A. One introductory-level social science course. B. One introductory-level social science course focused on a society other than the US. <i>(Note: At least one of these courses, or one of the introductory-level Arts and Humanities courses, must be focused on Africa, Asia, Latin America or the Middle East.)</i>
Arts and Humanities	2 courses (from 2 different departments)	6	Each course must be a minimum of 3 hours. A. One introductory-level course in the arts or humanities. B. One introductory-level arts or humanities course focused on a society other than the US. <i>(Note: At least one of these courses, or one of the introductory-level Social Science courses, must be focused on Africa, Asia, Latin America or the Middle East.)</i>
Social Diversity	2 courses	6	Each course must be a minimum of 3 hours.

			<p>A. One course must be African-American. B. One course must be U.S. diversity course.</p> <p>Transfer students with 60+ credit hours only have to fulfill half of the Social Diversity requirement. They make take either an African American Experience or a U.S. Diversity course.</p>
Additional Components			
Writing Across the Curriculum (including Speaking Across the Curriculum)	3 courses	At least 1 credit for each course	One course must be in the major program. Students may substitute one approved "Speaking Across the Curriculum" (SPAC) course for one of the WAC courses. Individual courses cannot be used to earn BOTH WAC and SPAC credit. Transfer students must take at least one WAC course at CSU: juniors (60-89 credit hours) must complete two courses; seniors (at least 90 credit hours) must complete one course.
Capstone Experience	1 course or equivalent	1	Within major program.

BSW Plan of Study

BSW students begin the program by developing an understanding of the social work profession and generalist practice. All students in the BSW program are required to complete an introductory course, SWK 200, Introduction to Social Work. In this course, students are introduced to the key values, concepts, and skills necessary for social work practice, and become familiarized with the various roles and functions social workers perform in a variety of settings. Students are exposed to issues of diversity, social justice, and the Code of Ethics. They learn the history of the profession of social work, and the current laws and regulations affecting the practice of social work. Students learn to recognize personal values and the distinction between personal and professional values, as well as how their personal experiences and professional behavior are appropriately related. This course lays the groundwork for future social work courses. For example, students are introduced to the concept of the relationship between social causes to individual problems. This lays a foundation for the policy course sequence (SWK 201 and SWK 300), where students expand their understanding of social problems and conduct a more detailed analysis of social welfare policy issues. They also learn to think critically about evolving trends in implementing evidence-informed interventions to achieve client and constituency goals, concepts which will be expanded on through the research course requirements (SWK 304 and SWK 305). Students are encouraged to think critically about the role of social workers as change agents at the individual, community, and societal level. Emphasis is placed on purposes, values, ethics, knowledge, and skills that characterize the professional social worker. They develop an understanding of generalist practice which will be expanded upon in future practice and intervention classes (SWK 350, SWK 385 and SWK 485). A systems model and strengths-based perspective are introduced, which are expanded on in these practice and intervention courses.

Upon completion of SWK 200 and the required liberal arts prerequisites, students may formally apply to the social work major, which most often takes place during their second year. Through this process, students identify their intent to pursue social work as a major, and can be granted acceptance into the program, if requirements are successfully achieved. A 2.2 GPA is required, as well as letter of reference from a teacher/professor, employer, religious leader, social worker, or a health or human services professional. At this point, students can continue to advance through the curriculum.

Policy and Advocacy

The curriculum overall provides the knowledge, values and skills to engage in policy practice. Students gain awareness around issues of social and economic justice, discrimination, oppression, and advocacy through the program's policy courses (SWK 201 and SWK 300). SWK 201, most often taken in the second year, provides an introduction to social welfare policy. Students are encouraged to think critically about how social problems are constructed, and how policy is currently involved in addressing these problems. The roles of government are addressed, including an overview of the legislative process and electoral issues. The role of

ideology in developing and implementing social welfare policy is also examined in-depth, and students are encouraged to consider their own values and how it may influence their understanding of social issues. Social movements as a catalyst for social change are explored, as is the history of social welfare policy. Students are introduced to a policy model, or a systematic way to analyze policy, which includes analysis in the following areas: the economy, the structure of government, ideology, social movements, and history.

As SWK 201 introduces students to a model for understanding social welfare policy, in SWK 300, students apply this policy model and engage in critical thinking to develop an in-depth understanding of job training and food assistance programs, health care, income supports, and housing policy as examples of important social welfare policies. This course is often taken in year three. SWK 201, Political Science (PSC) 111, An Introduction to American Government, Psychology (PSY) 101, An Introduction to Psychology, and Sociology (SOC) 101, An Introduction to Sociology, are all prerequisites to the course. This assures that students enter the course with a preliminary understanding of government systems, general principles around psychology and theories of human behavior, and an understanding of how societies organize and function.

SWK 300 provides a framework for understanding social problems, and prevention and intervention methods that may occur at the local, state, and federal policy level to address these problems. Students further understand the role of social workers as change agents at the macro level in SWK 350. Students learn about the many ways in which social workers may be involved in advocacy and policy practice, and the importance of engaging in and developing an understanding of public policy. Furthermore, students continue their study of the Code of Ethics with specific attention paid to the policy and advocacy related components.

As it relates to field education, these required courses in the curriculum provide students with the necessary knowledge to understand and evaluate the oversized impact of public policy on the communities where their field placements are located, their agencies, and their client systems, and to understand how to appropriately and effectively intervene at the macro-level.

Research

Research is fundamental to the BSW curriculum. Students develop an understanding of evidenced-based practice through two required research courses (SWK 304, Research Methods I, and SWK 305, Research Methods II). Concepts in social science research, introduced to students through their liberal arts foundation courses (see prerequisites above, and plan of study), are expanded upon and linked to social work practice. Students are expected to acquire, through SWK 304 and 305, an understanding of the relationship between social work research and social work practice, or research-informed practice and practice-informed research. By progressing through the two research courses, students are expected to develop of the knowledge and skills needed to evaluate their practice.

SWK 304, completed most often in year three, includes introducing students to peer-reviewed research studies, a mock research proposal to develop skill in applying this knowledge including annotated bibliography, and skill in conducting a single subject design. Students learn the basics of research design, sampling, measurement and data collection. Students grow to understand the critical role of research to social work practice, and to consider ethical dilemmas that may arise in conducting research with human subjects.

For SWK 305, often completed in years 3 or 4, students complete a qualitative research project by collecting data on individuals in a public, natural setting (non-participant observer role) and take this data set across many variables to descriptive statistics to best summarize and describe the findings and acquire skills and knowledge of this research process. In addition, ongoing tests require knowledge gathering across all course areas, from descriptive analysis, hypothesis testing, and inferential applications. This knowledge and skill development is across individuals and groups, as the qualitative research assignment requires.

Human Behavior and the Social Environment

Human Behavior and the Social Environment Courses (HBSE) are taken concurrently with the policy and research courses. Focused on the relationship between social environment and human behavior, these include SWK 302 (HBSE I) and SWK 303 (HBSE II), which can be taken concurrently or non-sequentially. Both are most often taken in year three. One human biology course (HB 102 or HB 106) is required prior to taking these courses. Through this prerequisite, students develop knowledge around the basic principles of human physiology, evolution, and genetics. This knowledge of human biology can inform and deepen their understanding of the person-in-environment framework established through HBSE coursework. SWK 302 emphasizes the microsystem, or the individual, and covers classic theories of human behavior, contemporary theories, as well as eclectic theoretical approaches that explain human behavior patterns. The course explores several theories that attempt to answer the question, “What makes people behave as they do?” and seeks to identify and study issues and variables that perpetuate behavior within the context of developmental issues and the human life cycle. This course employs Ecosystems Theory as a conceptual framework for understanding human behavior and the social environment, incorporating key concepts in Systems Theories, and the Ecological Perspective. Using this framework, students explore various theories from a range of disciplines, including social work, psychology, sociology, and biology as students learn to recognize people’s involvement with multiple systems in the social environment. By incorporating theories from a range of disciplines, the curriculum builds upon and aligns with the liberal arts.

SWK 303 is the mezzo and macro component of the HBSE required courses. The course includes study of human behavior within the contexts of formal and informal mezzo and macro social systems (families, small groups, neighborhoods, organizations). Students compare and contrast theories that impact the functioning of individuals in various categorical groups. This includes analyzing the culture of poverty, the impact of social economic status, and changing community patterns. The theories addressed in this course include an eclectic overview of

mezzo and macro level theories of human behavior in the social environment, with a focus on those theories explaining the impact of the social environment on people and communities and the relevance of such theories to generalist practice. This provides a foundation for learning about ecosystems theory, conflict theory, feminist theory, critical race theory, anti-oppressive social work theory, and the empowerment and strengths perspectives. Theories of empathy and critical consciousness are stressed as to develop students' capacity to understand the nature of the world around them. This eclectic overview provides a framework for a more in-depth exploration of a variety of theories relevant for generalist social work practice: theories of social justice, theories of human need, and human rights; theories of microaggression and macroaggression; the theory of intersectionality; and theories of oppression, dehumanization and exploitation.

Generalist Practice/Interventions

In addition to gaining knowledge of relevant theories and perspectives, and skills in research and policy practice, students gain knowledge and skills in working directly with and on behalf of individuals, families, groups, communities, organizations, and society through the social work practice courses, including SWK 350, Generalist Social Work Practice; SWK 385, Intervention I; and SWK 485, Intervention II.

SWK 350 is the first of the practice courses, which prepare social work majors for generalist social work practice. It is designed to develop and enhance the students' knowledge, skills, and cognitive and affective development in forming working relationships necessary for generalist social work practice with individuals, families, small groups, organizations, and communities within a diverse society. Students also explore social work values, and how these values are integrated with social work knowledge and skills in practice. In the course, students participate in twelve hours of a service-learning project within a health and human service agency, which allows students to be exposed to agency-based work prior to entering field.

Skill development is essential to the course, and assignments are designed to enhance a student's abilities and capacities to develop generalist skills in engaging, assessing, and intervening at the micro, mezzo and macro levels of practice, to reflect on their own values and how they may impact their practice, as well as gain understanding of the professional use of self to develop engagement skills with individuals, families, groups, and communities. Prior knowledge students have gained through their liberal arts foundation, including courses in psychology, sociology and other areas of the social sciences help to facilitate this process.

SWK 385 creates a learning environment for students to continue developing generalist social work practice skills for work with individuals and families (micro and mezzo practice). The course allows students to integrate policy and theory content by teaching students how to apply knowledge of human development and social structure to inform generalist social work practice. Theories addressed include the stages of change model, strengths-based approach to practice, and person-centered and cognitive behavioral approaches to practice. The course uses Bloom's taxonomy as a pedagogical framework where students first learn to identify and

describe relevant concepts for generalist practice, then apply them to practice. Using case examples, students learn to critique potential outcomes in practice scenarios, especially in the context of existing social service delivery systems. In preparation for the licensure exam, students also learn the basic organizing principles of the DSM-V.

Students complete this course while enrolled in their first semester of field practicum and their first field seminar allowing them to integrate knowledge values and skills from this course with their field placement (described below, and refer to plan of study). Through course discussions, students are encouraged to reflect on how they can apply the knowledge and skills learned in this course to their field practicum experience.

SWK 485 focuses specifically on mezzo and macro practice. The course advances student knowledge and skills to engage, assess, intervene and evaluate practice with groups, communities, and organizations. Students develop knowledge and skills in practice roles such as case advocate, agency practitioner, case manager, and professional social worker in the community with both community advocacy groups and professional organizations. Further, this course seeks to enhance students' understanding of the integral relationship between social welfare policy, social welfare programs, and social workers' interventions to attain a more responsive social environment.

Field Education

Field Education (SWK 390 and 490)

Course Work

Taken simultaneously with SWK 385, 386, 395 (first semester) and SWK 485, 486, 495 (second semester) students continue their development of core competencies in a culminating experience known as field education. Students engage in real-world experiences which allows them to integrate classroom knowledge, values, and skills acquired in the generalist area, as well as to develop a reflective, and self-evaluating practice stance. Field education within the BSW program is designed to assure that classroom learning can be integrated with real-world experiences, thus enabling students to meet the competencies of the social work profession.

Field education helps to socialize students into the network of social work professionals. Agencies that are affiliated with Cleveland State University as field education sites offer students opportunities for applied learning within a variety of settings. The general types of field sites include family service agencies, community mental health settings, hospitals, residential treatment centers for children, homes for the elderly, group homes, crisis hotlines, health clinics, substance abuse and rehabilitation centers, schools, and other settings appropriate for BSW level of social work learning.

The learning opportunities that students engage alongside experienced social work professionals enhance the socialization process. Field practicum is designed in collaboration

with course content so that students can apply social work theories to real-world situations and development of the student's professional sense of self. Students enhance their abilities in the nine core competency areas, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, skills, and ethics.

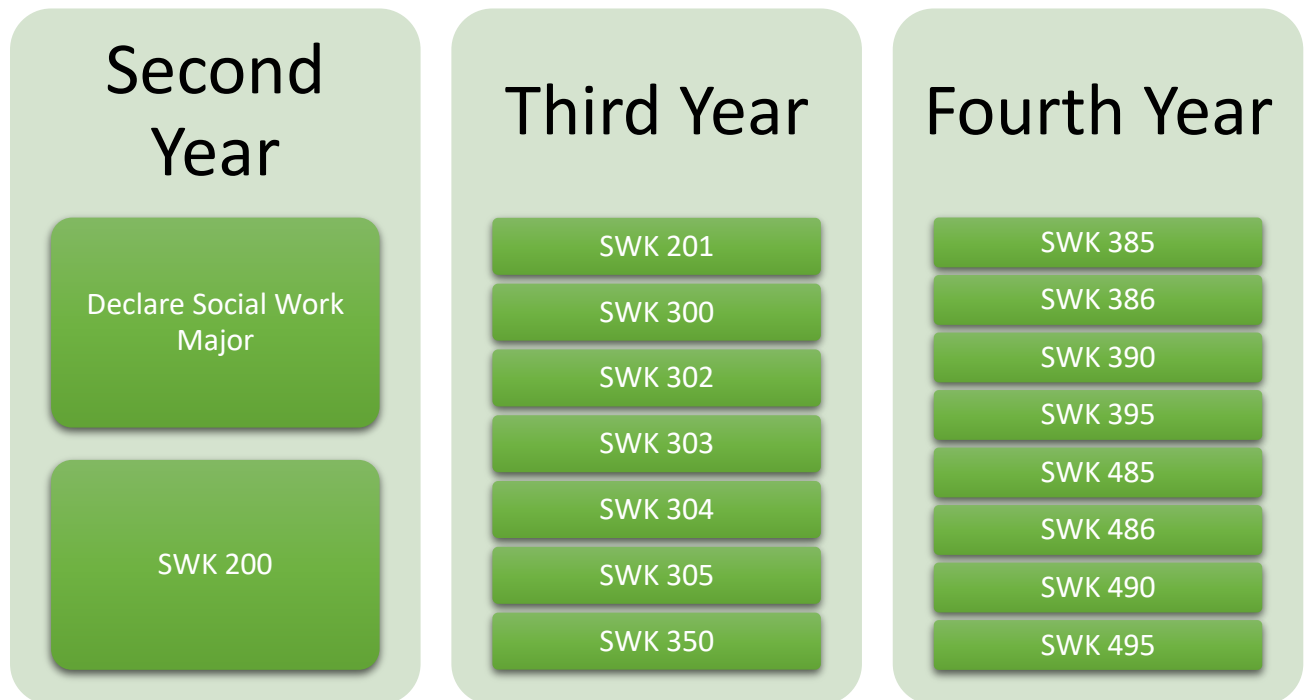
The sequence of applied learning (SWK 390 and SWK 490) includes co-occurring classroom and agency experiences. Integrative seminars occur concurrently (SWK 386 and SWK 486; SWK 395 and SWK 495), which provide an opportunity for students to enhance their knowledge, skills, and values in their professional development, integrating their individual field experiences. These seminars are student driven with an individualized approach to learning. Students take SWK 386 in the fall semester of their senior year. The format for the seminar in SWK 386 is a "flipped classroom." The flipped classroom educational format is a conscious repurposing of classroom meeting times into a workshop environment where students are able to inquire about content learning, practice social work skills by applying social work knowledge while interacting with one another. SWK 386 focuses on the final stages of socialization as a professional social worker and how to transfer academic and field practicum knowledge and experiences into professional practice. Students work in groups/pairs throughout the course to practice and analyze a range of professional skills and interactions. Students produce a portfolio, chronicling their path to professional social work, skills acquired, successes to date, and goals moving forward.

The second integrative seminar, SWK 486, most often taken in the final semester, focuses on preparing students to pass the licensure exam, develop job interviewing skills and techniques, and completing effective resumes for entering a professional social work position, and/or pursue higher education. This seminar provides opportunities for the students to develop integrity that will enhance their abilities and capacities to integrate personal values, society values, and professional values as a generalist social work practitioner. Upon completing the course, students can demonstrate their understanding of CSWE competencies, knowledge, skills, and values in the BSW program; gain insight in determining strengths and challenges in their professional growth and development; understand the social work licensure process with emphasis on passing the BSW exam and become knowledgeable of the social work licensure exam domains; develop test-taking strategies that will help them succeed in passing the licensure examination; and demonstrate skills in job interviewing, resume preparation and career planning.

In addition to the integrative seminar, field seminars occur concurrently with field placement and intervention courses in the senior year (SWK 395 and SWK 495). These seminars offer students the opportunity to reflect on their field experience, including discussion of challenges and successes, and prepare them for the licensure exam. Students integrate knowledge and skills gained throughout the program into their field experience, and in seminar, articulate, both orally and in writing, their application of these skills in agency-based practice. Specifically, SWK 395, taken alongside the first semester of field, help students develop

knowledge and skills in assessment for social work practice. Students will become familiar with the symptoms and psychosocial aspects of mental disorders as applied in the Diagnostic and Statistical Manual. Using case studies, students will develop skill in applying knowledge of human behavior to develop culturally responsive assessments. Students will develop an appreciation for the larger practice context in the assessment process and understand the role of other professionals in the collaboration process of assessment. SWK 495 is designed to prepare students for the Association of Social Work Board (ASWB) BSW Licensure Examination. The course provides an overview of Ohio's Rules and Laws for licensing, the ASWB examination, test taking strategies, stress reduction techniques, an overview of exam domain content, practice tests, and quizzes.

Typical Social Work Class Timeline*



*The timeline may vary for some students. Students should refer to the Plan of Study and work with their academic advisor to determine their specific class schedule and timeline.

Field Requirements

Field Education at the BSW level requires 420 hours in field practicum. Students complete two semesters for field, 210 hours each semester in SWK 390- Field Practicum I and SWK 490- Field Practicum II. All students will meet with the Field Coordinator prior to starting field to apply for field practicum and discuss placement opportunities. For additional information on the field practicum process, please see the BSW Field Education Manual.

The student learning contract is designed to bridge the classroom and field practicum experience. As students and their Field Instructors develop the student learning contract, they integrate the knowledge, values, and skills to reflect learning the nine CSWE Competency areas. The student learning contract is broken down into to nine competency areas and is designed for the student to be able to prepare an individualized learning contract which will enable them to demonstrate sufficient knowledge and skills in each competency area.

The School of Social Work uses a web-based system called Taskstream for all field practicum tracking, evaluation, and assessment. Taskstream access is given to all students in the program as well as their Field Instructors and Faculty Liaisons. Students complete all of their field work assignments in the Taskstream system and their Field Instructors have the ability to comment on their work and evaluate them during and at the end of the semester. All field students are also assigned a Faculty Liaison from Cleveland State University that is in the system as well. The Faculty Liaison provides the grade to the student based on their demonstration of the social work competency areas as well as the student's ability to sufficiently engage, assess, and intervene while demonstrating levels of practice (individuals, families, groups, organizations) in their placement and in the Taskstream system.

The workflow process students follow in the Taskstream system for field practicum is as follows:

Requirements
Week 1 Log
Field Practicum 1 Student Learning Contract
Week 2 Log
Week 3 Log
Week 4 Log
Week 5 Log
Week 6 Log
Week 7 Log
Week 8 Log
Week 9 Log
Week 10 Log
Week 11 Log
Week 12 Log
Week 13 Log
Week 14 Log
Week 15 Log
Student Self-Assessment & Field Instructor Evaluation
Student Acknowledgement of Evaluation and Faculty Liaison Review

Elective Courses and the University Partnership Program

In addition to the core requirements of the curriculum, the program also offers a range of elective courses related to different areas of social work practice. While the offering of the courses may vary, they may include:

- SWK 150, The Black Experience. This course is a comprehensive overview of the contemporary Black experience as viewed from the social work perspective. This perspective assumes that being Black exposes one to differential treatment by social institutions. It also strives to introduce students to effective strategies for use at the individual, family, group, and community levels which seek to offset racism's negative consequences.
- SWK 240, The Administration of Justice. This course entails a study of the criminal justice system. Topics include criminal prosecution, police and court functions, sentencing, and corrections, with critical examination of present practices and implications for change.
- SWK 357, Social Work Values and Ethics. This course focuses on the foundations for ethical reasoning in practice, utilizing social work values, codes of ethics, and

philosophic ethics. Case material that includes controversial issues in social work ethics, values and obligations are utilized. The distinction and relationship between practice competence and ethical competence in the profession is examined. Students learn how discipline-specific perspectives and practices interact to shape the ethical and moral issues in practice, and how to identify and respond to ethical issues that arise with diverse populations in a variety of practice settings, including health, mental health, corrections, family and child welfare.

- SWK 494, Theories and Procedures in Addiction Studies. This course explores historical perspective of substance abuse in society; models and theories that describes addiction and the effects of addiction on individuals and families; effects of addiction in individuals; techniques and practices that have positive outcomes in treatment and prevention fields; and professional issues facing the addiction field.
- Special topics courses are also offered in the areas of healthcare policy, and child welfare.

The University Partnership Program in Child Welfare

Social work students have the option of participating in the program's University Partnership Program in Child Welfare. The program is designed to develop creative child welfare leaders, policy makers, managers and direct service practitioners who are capable of critical thinking and promoting best practices and the highest quality of service to children, families, and communities. The program accomplishes this by providing coordinated, integrated, and high-quality social work education and training with a focus on social work practice in public child welfare settings.

Any student enrolled in the undergraduate social work program is eligible for participation in this scholarship program. Participating students must enroll in child welfare courses and complete their field placement at a public child service agency. Following the completion of their degree, the students must obtain employment at any of the 88 public child welfare agencies within the state of Ohio. Students will be given a financial stipend dependent upon their academic status as a junior or senior at entrance.

Criteria for the Social Work Major

(October 2022)

CRITERIA AND PROCEDURES FOR APPLICATION TO AND PROGRESS IN THE SOCIAL WORK MAJOR

I. CRITERIA FOR APPLICATION TO THE SOCIAL WORK MAJOR

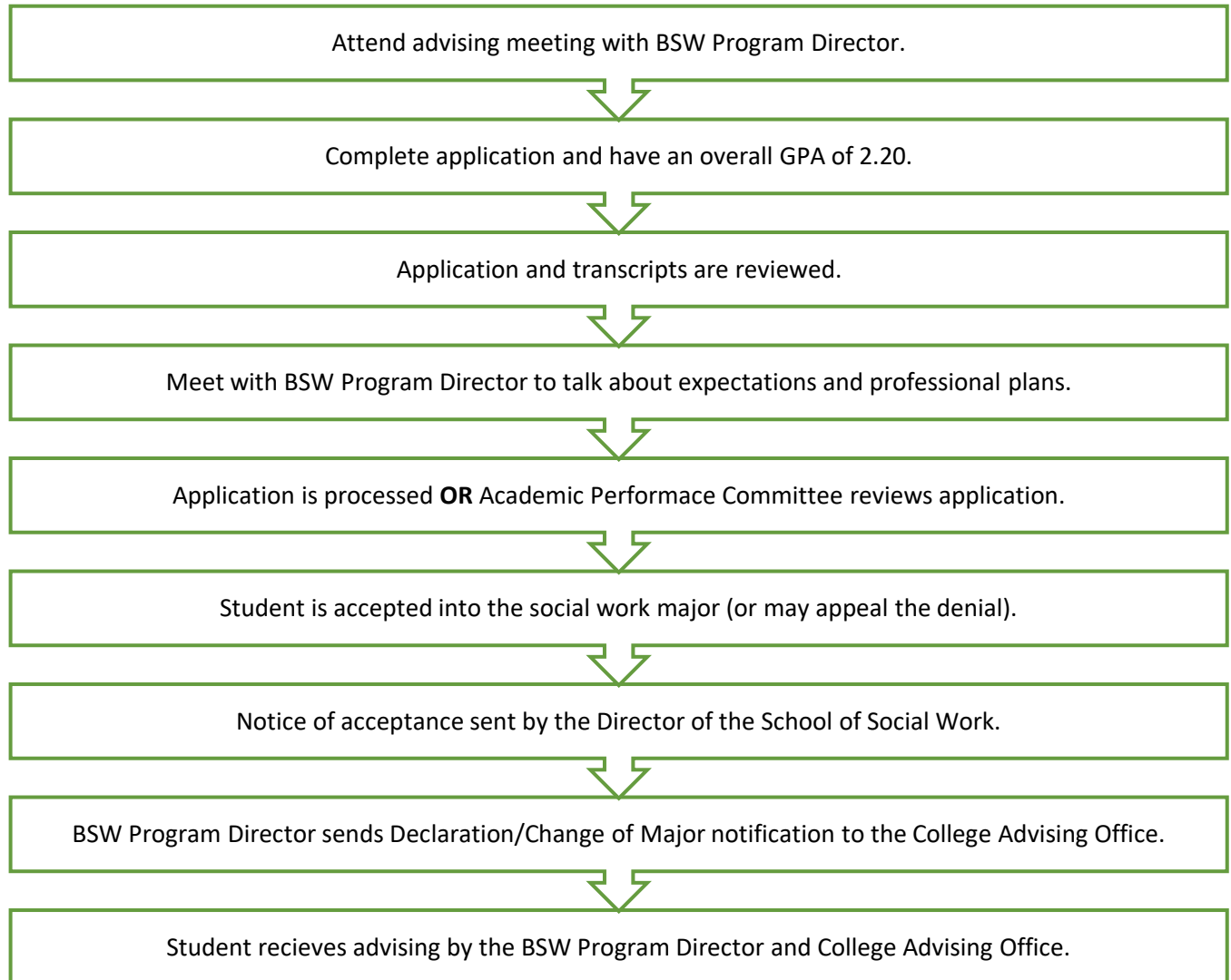
1. A completed Social Work Major Application.

Procedure for Application to the Major

1. The School of Social Work BSW Program Director conducts advising meetings to acquaint pre-majors with the profession of social work and the BSW course of study at Cleveland State University. The goals are to 1) provide information regarding the social work profession, such as its history, fields of practice, licensure and social work opportunities; 2) inform students of matriculation requirements; 3) clarify the required course of study; and 4) share with students the standards for academic and non-academic performance.
2. The BSW Program Director will process each application. The BSW Program Director first evaluates the applications for meeting the minimum criteria required across the University and School, which includes: a completed application and an overall GPA of 2.20. Next, the Director reviews the application and University transcripts to determine if the motivations and intentions of the student are in-line with professional and academic expectations. The Director meets with each applicant to talk about expectations and professional plans. If through this conversation and material review there are any concerns for moving forward, the application is referred to the School's Academic Performance Committee (APC) for review. If there are no concerns or "red flags," the application is processed. If the student is denied admission to the major based on a referral to and review by the APC, the student has the right to appeal the decision denying matriculation into the BSW Program to the appropriate university committee.
3. The Director of the School of Social Work sends a notice of acceptance (as appropriate) to the student, whereby the letter states that the student is accepted into the major, contingent on remaining in good academic standing with the University;

4. The BSW Program Director sends a Declaration/Change of Major notification to the College Advising Office when a student has been accepted as a social work major;
5. Student advising is handled by the BSW Program Director and the College Advising Office.

Procedure for Application to the Major



II. TRANSFER POLICY

Cleveland State University has well defined Articulation and Dual Admissions Agreements with Lakeland County, Lorain County, and Cuyahoga County Community Colleges. Students who have acquired an associates of arts degree from regionally accredited community or junior colleges may qualify for blanket transfer credit of up to 64 semester hours in the social and behavioral sciences courses and general education courses.

1. Transfer credits are accepted for courses taken at a CSWE accredited social work program.
2. A request to substitute a transferred course for a course in the major requires the student to provide a course description and syllabus for the BSW Program Coordinator to review and determine if the material has been already covered. If a determination cannot be made, the course transfer request will be reviewed by the School Curriculum Committee for determination of credits.
3. The School of Social Work does not grant academic credit for life or work experience.

III. MATRICULATION TO THE BSW MAJOR

1. Students must have a 2.20 cumulative grade point average and must not be on academic warning or probation at the time of matriculation.
2. See application procedures in Part I above.
3. A student may declare their major at any time as long as they are in good standing with Cleveland State University (the University defines "good standing" as a student who has a cumulative gpa of 2.0 or higher).

IV. GRADE APPEALS PROCEDURES

1. A student should first discuss with the class instructor a request to change an assigned grade as soon as possible. Both student and instructor should share viewpoints and to mediate differences of opinion.
2. If not resolved, University policy is as follows:

Section 3344-21-01 Grade dispute. Once a grade has been submitted to the registrar's office, a faculty member may change it only because of an error in computation and only with permission of the dean. If an instructor and a student disagree on a grade issued the student may request a meeting with the faculty member and his or her superior whether it be chairperson or dean (this is the Director of the School of Social Work). If the matter is not resolved the issue then follows collegiate procedures and may

come before a review committee. Finally, a recommendation is made to the university admissions and standards committee of the faculty senate by the college. The burden is on the student to prove that a computational error has been made or that non-uniform standards have been applied.

V. ACADEMIC AND NONACADEMIC PERFORMANCE STANDARDS

1. Students must maintain an overall cumulative grade point average of at least 2.20, as well as maintain a 2.50 grade point average in their social work major courses.
2. Certain grades must be met in some of the social work major courses:
 - a. A grade of C or better in SWK 350, SWK 385, SWK 395, SWK 485, and SWK 495 (SWK 386 and 486 are on the regular grade scale of A through F, with D being a passing grade).
 - b. SWK 390 and SWK 490 (field practicum) are graded as Satisfactory or Unsatisfactory. If a student receives an Unsatisfactory grade, continuation within the major is reviewed by the BSW Program Coordinator and BSW Field Education Coordinator.
3. Students must demonstrate an ability to function skillfully, effectively, and professionally during their social work field practicum and during their corresponding course work.
4. Students shall confer with their faculty advisor prior to registering for classes.
5. Students are encouraged to participate in the social work student organizations – with the NASW Student Organization being the leading group.

VI. PROBATION POLICY AND PROCEDURES

1. Students may be placed on probationary status for violation of both academic and non-academic performance standards.
2. The Program may grant admission to a student with less than the required cumulative grade point average if the faculty or BSW Program Director believes the student has good potential to graduate and become a licensed social worker.
3. Students may be placed on probationary status for non-academic performance including, but not limited to:
 - a. A breach of the NASW Code of Ethics;
 - b. A breach of the University Student Handbook;
 - c. A breach of a field agency's policies and procedures;
 - d. Chemical dependency or use of illegal drugs during one's course of study;

- e. A hostile or resistant attitude toward learning or supervision;
- f. Inappropriate or disruptive behavior towards colleagues, faculty, or staff at the School or field agency.

VII. DISCONTINUANCE FROM THE SCHOOL OF SOCIAL WORK AND MAJOR

Activities that may result in discontinuance include, but are not limited to:

1. Repeated failure to carry out or complete assignments within expected time limits in class or in field;
2. Repeated unexplained tardiness or absence from class or field;
3. Repeated emotional outbursts that are troublesome to others or disruptive to the class or field practicum;
4. Evidence of inability to establish helping relationships in field practicum work;
5. Evidence of inability to respect and/or appreciate persons who are different from themselves and/or lifestyles differing from their own;
6. Evidence of plagiarism (see University policy at: <https://www.csuohio.edu/writing-center/plagiarism>)
7. Evidence of any abuse of agency records or other confidential information acquired at an agency field practicum.

VIII. PROCEDURES FOR DISCONTINUANCE FROM THE MAJOR

If a student is determined to have committed infractions and activities that warrant a recommendation for discontinuation from the major and the School of Social Work, a referral is made to the Academic Performance Committee. The APC has established procedures for the School in line with University guidelines for this determination

Academic Advising

Students are assigned to an advisor following the student's admission to the major. Students are usually assigned (whenever possible) to an advisor whose area of social work specialization is similar to the student's own area of interest.

Students are encouraged to meet regularly with their social work advisor throughout the academic year. Each semester, faculty members post and/or announce regular, weekly office hours and also rotate for "walk in" advising for pre-majors, who may request information about the social work major. This time is also sometimes used by majors who may need to discuss issues with their academic advisor, if they are on duty that day. The SWK Major course checklist is shown next.

Bachelor in Social Work (BSW) Program Cleveland State University List of Major Courses

Prerequisite Courses

One (1) of the following Human Biology courses is a prerequisite for SWK 302 and SWK 303:

		Semester/Year Taken
<input type="checkbox"/> _____	BIO 100 THE LIVING WORLD (also requires a 1-hour lab)	3 crs _____
<input type="checkbox"/> _____	BIO 102 HUMAN GENETICS, REPRODUCTION, & DEVELOPMENT (includes 1-hour lab)	3 crs _____
<input type="checkbox"/> _____	BIO 106 HUMAN BIOLOGY IN HEALTH & DISEASE (includes 1-hour lab)	3 crs _____

There may be other CSU Biology courses and/or transfer courses from colleges & universities that fulfill the above requirement. Review and approval is obtained from the School of Social Work.

The following courses are prerequisites for SWK 300:

<input type="checkbox"/> _____	PSC 111 AMERICAN GOVERNMENT	3 crs _____
<input type="checkbox"/> _____	PSY 101 INTRODUCTION TO PSYCHOLOGY	3 crs _____
<input type="checkbox"/> _____	SOC 101 INTRODUCTION TO SOCIOLOGY	3 crs _____
<input type="checkbox"/> _____	SWK 200 INTRODUCTION TO SOCIAL WORK	3 crs _____

THE SOCIAL WORK MAJOR

The following courses must be completed before the Senior Year Sequence I (only exception is SWK 305):

Junior Year

		Semester/Year Taken
<input type="checkbox"/> _____	SWK 201 CONTEMPORARY SOCIAL WELFARE (prerequisite for SWK 300)	3 crs _____
<input type="checkbox"/> _____	SWK 300 SOCIAL WELFARE POLICY AND SERVICE	3 crs _____
<input type="checkbox"/> _____	SWK 302 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT - MICRO	3 crs _____
<input type="checkbox"/> _____	SWK 303 HUMAN BEHAVIOR & SOCIAL ENVIRONMENT - MACRO	3 crs _____
<input type="checkbox"/> _____	SWK 304 PERSPECTIVES ON SOCIAL WORK RESEARCH I	3 crs _____
<input type="checkbox"/> _____	SWK 305 PERSPECTIVES ON SOCIAL WORK RESEARCH II (SWK 305 can be taken during the Senior Year)	3 crs _____
<input type="checkbox"/> _____	SWK 350 BASIC GENERALIST PRACTICE (recommended in semester before field placement)	3 crs _____

SWK 350 (Basic Generalist Practice) must be successfully completed with a letter grade of C (2.0) or higher prior to enrollment in the Senior Year Sequence I (SWK 385, 390, 395)

Senior Year

First Semester (Sequence I)

		Semester/Year Taken
<input type="checkbox"/>	_____ SWK 385 INTERVENTIONS I (SWK 350 is a pre-requisite)	3 crs _____
<input type="checkbox"/>	_____ SWK 390 FIELD PRACTICUM I (14 hours per week)	6 crs _____
<input type="checkbox"/>	_____ SWK 395 FUNDAMENTALS OF ASSESSMENT	2 crs _____
<input type="checkbox"/>	_____ SWK 386 INTEGRATIVE SEMINAR I (Ethics)	3 crs _____

All Sequence I courses must be taken concurrently

Second Semester (Sequence II)

<input type="checkbox"/>	_____ SWK 485 INTERVENTIONS II	3 crs _____
<input type="checkbox"/>	_____ SWK 490 FIELD PRACTICUM II (14 hours per week)	6 crs _____
<input type="checkbox"/>	_____ SWK 495 SOCIAL WORK LICENSURE EXAM: STRATEGIES AND TACTICS	2 crs _____
<input type="checkbox"/>	_____ SWK 486 UNDERSTANDING MULTICULTURAL SWK PRACTICE	3 crs _____

All Sequence II courses must be taken concurrently

Students must achieve a grade of C (2.0) or higher in all Senior Year courses (except 386 and 486).

Social Work Majors must maintain an overall grade point average of 2.2 and 2.5 in the major.

Faculty Advisor: _____

Date: _____

Student Activities & Organizations

NASW Student Organization

The National Association of Social Workers (NASW) Student Organization represents the National NASW organization for undergraduate and graduate students in the School of Social Work. As a self-directed student organization, activities and volunteer time are determined by the students each academic year, but include things like Advocacy Day in Columbus, state-level conference organization, and campus-based advocacy. Dr. Kimberly Fuller is the current faculty adviser.

Phi Alpha Social Work Honor Society

The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. An undergraduate student is eligible for membership after achieving the following requirements: declared social work as a major; achieved sophomore status; achieved an overall grade point average of 3.0 (on a 4.0 scale); achieved a 3.5 grade point average in required social work courses. A graduate student is eligible for membership after achieving the following requirements: completed nine hours of course work; achieved a 3.5 grade point average. Dr. Mamadou Seck is the faculty adviser for Phi Alpha.

Social Work Profession

NASW Code of Ethics

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice.

These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

The entire NASW Code of Ethics, including the Purpose of the NASW Code of Ethics, Ethical Principles, and Ethical Standards can be viewed online here:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

State Social Work Licensure

The State of Ohio, along with forty-eight other states, the District of Columbia, and several U.S. territories, provide licensure for social work practice. The State of Ohio instituted social work licensure in 1986. After you receive the social work degree from a program accredited by the Council on Social Work Education, you will need to take an examination administered by the American Association of State Social Work Boards. You need a score of 70% to pass this examination. It covers Human Behavior, Social Policy, Social Research and Social Work Practice. Once you pass this examination, even if you relocate to another state, the licensure is transferable. Please do not sell your social work textbooks until you pass the examination. This exam needs a lot of preparation.

For more information about the licensure exam, please visit the State of Ohio Counselor, Social Worker and Marriage and Family Therapist Board's website for more information: <https://cswmft.ohio.gov/get-licensed/social-workers/lsw+license+instructions>

Council on Social Work Education (CSWE)

The Council on Social Work Education (CSWE) is the national accrediting body for all social work education. Along with the National Association of Social Workers (NASW), CSWE have played vital roles in defining the purpose and objectives of the social work profession and in refining the appropriateness of professional activities at various levels of practice. CSWE accredits the baccalaureate and graduate level social work programs in this country and assures the student exposure to a quality professional educational experience.

The Council conducts its accrediting responsibilities through a semi-autonomous body of Commission recognized by the United States Department of Education and the Council on Post Secondary Accreditation. It is also the responsibility of the Council to notify the Secretary of the United States Department of Education within thirty days of any final decision to withdraw accreditation or candidacy status, or to place an accredited program on conditional accredited status.

New programs working toward accreditation are required to qualify for candidacy. Candidacy, a pre-accreditation status, attests to the public and to the prospective students that the social work program has given evidence of sound planning and of having resources to implement its plans, and has indicated its intent to work toward accreditation, and appears to have the potential to attain its goals. Subsequent to the candidacy status, a program of social work is eligible to apply for initial accreditation after it has graduated students or it will graduate students within the academic year in which the program presented was implemented fully.

CSWE promotes high quality social work education through accreditation of programs (after initial accreditation, all the programs must be reaccredited every seven years); annual conferences for social work faculty and practitioners, professional development activities, task force work on educational programming, and the publication of several journals are also promoted. Also, an accredited social work baccalaureate degree often affords advanced standing in a master's degree program, a recognition that the professional foundation core of practice, policy, human behavior, and research is completed at the undergraduate level.

As a student member on the Council on Social Work Education, you will receive information on all activities of the CSWE such as conferences, workshops, research, special projects and free subscription to the Journal of Social Work Education.

For information about the Council on Social Work Education including the national accredited program list and an application for student membership, write to:

Council on Social Work Education
1600 Duke Street
Alexandria, Virginia 22314-3421
Telephone: (703) 683-8080

About CSU

Student Conduct Code

In order to carry out its mission, the University community shall promulgate and enforce appropriate rules, regulations and policies and take action when violations of such rules, regulations and policies occur.

Students voluntarily enter into membership in the University community and, in so doing, assume obligations of performance and behavior reasonably expected by that community for the purpose of furthering its mission, objectives, processes and functions.

STUDENTS ACCEPT THE RIGHTS AND OBLIGATIONS SET FORTH IN THIS CODE AND OTHER UNIVERSITY RULES, REGULATIONS, AND POLICIES WHEN THEY ARE ADMITTED TO THE UNIVERSITY. STUDENTS ARE ALSO SUBJECT TO THE LAWS OF THE STATE OF OHIO AND THE REGULATIONS, CODES OF HONOR AND CONDUCT AND ACADEMIC STANDARDS OF ANY UNIT WITHIN THE UNIVERSITY TO WHICH THE STUDENT BELONGS.

The President of the University shall have the final responsibility and authority for the discipline of all students at the University. The President may delegate responsibility and authority to appropriately designated University officials. Duly constituted student judicial bodies and appellate bodies (as defined in the Student Conduct Code) are authorized to conduct student or student organization disciplinary hearings and appeals and to impose University disciplinary action as set forth in this Code. Disciplinary action may be taken on the basis of University rules, regulations, policies and procedures and may include counseling, admonition, sanctions or separation from the University community.

The Student Conduct Code can be found online here: <https://www.csuohio.edu/policy-register/student-code-conduct>

Office of Disability & Testing Services

Cleveland State University (CSU) is committed to providing an equal opportunity to all persons. The Office of Disability & Testing Services is designed to address the personal and academic issues of students and other persons with disabilities who participate in university programs and activities. A wide range of services is offered. Students receive such assistance until they graduate. The Cleveland State campus is largely accessible, and many of our renovated areas are barrier free.

More information can be found on their website here:

<https://www.csuohio.edu/disability/disability>

Student Resources: Technology & Tutoring

Technology

The University provides extensive training for computer and software usage, Blackboard use, and all related student needs around course and classroom technology.

The University Blackboard web page has links to tutoring for students on Blackboard

<https://www.csuohio.edu/center-for-elearning/blackboard-login>

The Help Desk, the One Stop Student Resource Center, accessed in person by phone, or email, can also point you in the right direction.

<https://www.csuohio.edu/ist-help-desk/help-desk>

Campus Location

Main Classroom Building 116

allin1@csuohio.edu

Phone: 216.687.5411

The University has also recently launched Tech Stop, a technology service for students.

www.csuohio.edu/services-for-students/tech-stop

Taskstream assistance and support can be found at the Taskstream website. Once you log into your Taskstream account, click the “Help” menu in the upper right-hand corner of the web page. Most questions can be answered by your instructor, and/or by reviewing the FAQs on the Taskstream Help website.

Additional Taskstream assistance:

1-800-311-5656

support@watermarkinsights.com

Tutoring

Following is the link to the Student and Academic Success Center, where group tutoring is available, and where tutors work with students to develop a personal development plan.

<https://www.csuohio.edu/tutoring/tutoring-1>

Students can access this tutoring resource through Starfish. Starfish is the academic advising portal that is directly linked to your Campusnet and to all your Blackboard course shells. Go to Starfish to schedule an appointment with your academic advisor, and for tutoring. Additional information about Starfish for students can be found at the following link:

<https://campusnet.csuohio.edu/index.jsp>

<https://www.csuohio.edu/successprograms/starfish-student>

In summary, CSU offers a wide range of support for technology and academic tutoring for students to support student success.

For additional questions, do not hesitate to contact the School of Social Work. We will be happy to link you to these and other resources.



APPLICATION TO THE SOCIAL WORK MAJOR*

The social work major leads to a professional career. It is based on values about human beings, a broad-based body of knowledge, and skills in human relationships. We want to help you to develop an integrated selection of courses and experiences which will lead you to complete the major successfully. The following information will be useful in the application and advising process within the School of Social Work.

Today's Date: _____

**STUDENTS WHO ARE FORMALLY ADMITTED TO CLEVELAND STATE UNIVERSITY
MAY APPLY TO THE SOCIAL WORK MAJOR**

Part I – Personal Information

Name: _____ CSU ID: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: (Home) _____ (Cell) _____

Email: _____

Part II – Educational Information

College within CSU currently enrolled: _____
(College of Liberal Arts and Social Sciences, College of Business, etc.)

Other Dual major/minor: _____

* Applicants should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct **may** impact your future potential of obtaining field placements, social work employment, and/or state licensure.



Part III – Employment/Volunteer Information

Work Experience (list work or volunteer positions, paid or unpaid):

Organizational Service (social, religious, political, community, etc. that you wish to include):

Group/Organization Experiences (participant/member, officer, facilitator, group leader):

Goals after Graduation (career expectations, graduate school):

Part IV – Social Concerns & Issues

Do you have any life experiences and/or significant accomplishments that you wish to be considered with this application to the social work major? If so, please describe below:

Do you have any special needs that the school of social work can assist you with during your course of study in the social work major?*



What population of people or problem areas do you think you would like to work with and why?

What, if any, populations and/or social problems/issues do you think you'd prefer not to work with at this time and please explain why?

Are there any additional comments and concerns that you wish to make that would help us plan your program in the major? If so, please describe below.

The information I have provided above is both accurate and complete. I further understand that this information is for the sole purpose of applying to the social work major and such information will not be used for any other purpose.

Signature: _____ **Date** _____

Student

It is important to meet with the BSW Program Coordinator, Dr. Christopher Mallett, to finalize your social work major application: Rhodes Tower #1426; phone 216-523-7514; email c.a.mallett@csuohio.edu

Signature: _____ **Date** _____

BSW Program Coordinator

Cleveland State University is an Equal Opportunity Institution. No person will be denied opportunity for employment or education or be subjected to discrimination in any project, program, or activity because of race, color, religion, sex, sexual orientation, national origin, ancestry, age, handicap, or veteran's status.

*Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216.687.2015. The Office is located in Rhodes Tower West #210. Accommodations must be requested in advance and will not be granted retroactively.