

Carlow University, Bachelor of Social Work Program

BSW Student Handbook, 2026-2027

Updated July 2026

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The program systematically gathers student perspectives through multiple formal and informal mechanisms designed to ensure that all students have equitable opportunities to contribute their experiences, perspectives, and recommendations. These mechanisms include, but are not limited to: .	32

• Annual anonymous BSW Senior Exit Survey.....	32
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• Student focus groups.....	32
• Academic and professional advising meetings.....	32
• Department meetings with student participation when appropriate	32
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• Student organizations and leadership opportunities.....	32
• Direct communication with faculty and program administration.....	32

The BSW Senior Exit Survey is administered annually using an Institutional Review Board (IRB)-approved process that preserves student anonymity and encourages honest feedback regarding program strengths, challenges, diversity, equity, inclusion, belonging, accessibility, student support, advising, field education, curriculum, and overall educational experiences..... 32

Student feedback is reviewed annually by the social work faculty as part of the program's continuous quality improvement process. Findings are used to identify strengths, inform program planning, improve policies and practices, strengthen the learning environment, and enhance student success..... 32

Policy: Student Participation in the Implicit Curriculum..... 33

The BSW Program provides equitable and inclusive opportunities for students to actively participate in shaping the educational environment and program culture throughout their academic experience. 33

Students are encouraged to participate through:..... 33

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• Student organizations.....	33
• Department initiatives.....	33
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• Community engagement	33
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• Leadership opportunities.....	33
• University governance opportunities	33
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The program values diverse perspectives and intentionally seeks participation from students representing varied backgrounds, identities, life experiences, and educational pathways. Faculty review student feedback regularly and incorporate recommendations into continuous program improvement whenever appropriate. 33

Policy for Ensuring Equitable and Inclusive Opportunities for Student Input and Participation in the

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The BSW Program recognizes students as important partners in curriculum evaluation and continuous improvement. Students are provided equitable opportunities to evaluate curriculum content, instructional methods, learning activities, competency development, field education, and overall educational effectiveness.	33
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Faculty use student feedback, together with assessment data and stakeholder input, to guide curriculum revisions and strengthen student learning outcomes.	34
The BSW Program communicates opportunities for student participation and input beginning at program orientation and continuing throughout the curriculum. Faculty discuss the importance of student voice during advising, orientation, classroom instruction, field education preparation, and program meetings. Students are informed that their feedback is valued and directly contributes to program assessment, curriculum development, accreditation, and continuous quality improvement.	34
The annual anonymous Senior Exit Survey serves as one of the program's primary mechanisms for obtaining comprehensive student feedback regarding both the explicit and implicit curriculum. The survey was developed through a collaborative process involving a student focus group, an external social work practitioner, and students enrolled in the Research Methods course. The survey received Institutional Review Board (IRB) approval and is administered annually using procedures that preserve student anonymity. Survey results are analyzed by the social work faculty and incorporated into the program's annual assessment process, including "Open the Loop" planning at the beginning of the academic year and "Close the Loop" review at the conclusion of the assessment cycle. Findings are documented in the University's assessment system and inform curriculum revisions, policy changes, student support initiatives, and strategic planning.	34
Additional opportunities for student input occur through course evaluations, field education evaluations, advising meetings, classroom discussions, focus groups, and direct communication with faculty and program leadership. These multiple avenues ensure that all students have equitable opportunities to contribute to program improvement.	34
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Purpose and Use of the BSW Student Handbook

The *Social Work Student Handbook* is designed to provide information that you will need to complete the Bachelor of Social Work (BSW) degree. It contains information that will help you to plan your program of study for the Social Work major. Based on the Social Work values of self-determination and respect for the individual, this information will assist you in planning and assessing your progress in the major.

Some of these policies have been set by the University's curriculum approval process. Others have been set by the BSW Program for admission into the Program, and others were set by the faculty for Field Placement and appear in the *BSW Field Manual*. The BSW Student Association and University advising, and registration procedures set up additional policies. These procedures are included in this *BSW Handbook*. Your academic advisor will be happy to assist you in any of these areas. Please remember, it is ultimately your responsibility to learn and meet requirements that are outlined in the *BSW Handbook*.

Pennsylvania State Board of Social Workers, Marriage & Family Therapists, and Professional Counselors Act Regulations

It is important for students who are considering the profession of social work to be aware of the regulations and licensure for social workers. As of September 2020, licensure at the bachelor's level (LBSW) is available in Pennsylvania to students who have graduated from a CSWE accredited BSW program and meet the eligibility requirements and successfully pass the LBSW examination. Refer to the following web site:

<https://www.pals.pa.gov/#/page/ContactSupportBoard> and scroll down the page to:

State Board of Social Workers, Marriage & Family Therapists and Professional Counselors
Information regarding professional licensing for LBSW, MSW, LCSW can be found at the following Pennsylvania Licensing Board link:

<https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/SocialWorkersMarriageanFamilyTherapistsandProfessionalCounselors/Pages/Social-Workers-Guide.aspx>

To understand the eligibility criteria and process for LBSW, the following link provides step-by-step information and instructions to register for an account:

<https://www.pals.pa.gov/#/page/default>. The link suggests the following:

"A good starting point is to use our application checklist to see all the requirements and needed documents to apply for your license. If this is your first time using PALS, create an account or if you are a returning user, log in to your account. Once you are logged in, your dashboard will provide you with clear next steps."

Students must realize that successful completion of the BSW Program does not guarantee the right to a position or the right to licensure in Pennsylvania or in any other jurisdiction. In addition, students may be asked to obtain Child Abuse and Criminal Background Clearances as pre-requisites for volunteer or Field Placement experience.

Professional Social Work Practice and Licensure

Students must understand that successful completion of Carlow's BSW Program does not guarantee the right to a professional position or the right to licensures in Pennsylvania, or in any other jurisdiction. In addition, it is also important to note that students may be asked to obtain Child Abuse and Criminal Background clearances as pre-requisites for field placement experience, employment offers, and approval for licensure exams.

Social work licensure is regulated at the state level. Students who plan to obtain licensure and practice in Pennsylvania should refer to the [Pennsylvania Licensing System \(PALS\)](#) website for details. Students who plan to obtain licensure and practice elsewhere should refer to that jurisdiction Board of Social Workers. Other state and jurisdiction requirements can be found at [Association of Social Work Board's \(ASWB\) licensing board or college websites, statuses and administrative rules report.](#)

As of September 2023, [Pennsylvania Code and Bulletin, Chapter 47](#) lists the Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors qualifications and requirements for licensure application as:

- (1) The applicant is of good moral character.
- (2) The applicant has not been convicted of a felony, which shall include a judgment, an admission of guilt or a plea of nolo contendere, under The Controlled Substance, Drug, Device and Cosmetic Act (35 P. S. § § 780-101—780-144), or of an offense under the laws of another jurisdiction, which, if committed in this Commonwealth, would be a felony under The Controlled Substance, Drug, Device and Cosmetic Act, unless the following apply:
 - (i) At least 10 years have elapsed from the date of conviction.
 - (ii) The applicant satisfactorily demonstrates to the Board that the applicant has made significant progress in personal rehabilitation since the conviction, so that licensure of the applicant would not be expected to create a substantial risk of harm to the health and safety of the applicant's clients or the public or a substantial risk of further criminal violations.
- (3) The applicant has submitted an application for licensure on forms furnished by the Board. The application for licensure may be obtained by contacting the Board by mail at: State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, Post Office Box 2649, Harrisburg, Pennsylvania 17105-2649, or by telephone at: (717) 783-1389 or e-mail at: socialwo@pados.dos.state.pa.us.
- (4) The applicant has submitted the application licensure fee required by § 47.4 (relating to licensure fees), by check or money order, payable to the "Commonwealth of Pennsylvania."
- (5) The applicant has submitted two Certificates of Recommendation on forms furnished by the Board.
- (6) The applicant has completed at least 3 hours of training in child abuse recognition and reporting in accordance with § 47.58(a) (relating to child abuse recognition and reporting—mandatory training requirement).

(7) The applicant has submitted an affirmation signed by the applicant verifying the information on the application.

BSW Program Introduction

The BSW Program at Carlow University began officially in August of 1995. Two years prior to that date, the University offered social work courses and began preparation for the Council on Social Work Education's accreditation process. Carlow's program is currently accredited by CSWE.

The Social Work Department's focus is on developing generalist skills and utilizing those skills with individuals, families, groups, organizations, community, and policy. Areas of special interest are concentrations in crisis and trauma, and restorative justice.

The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several courses. Field Placement is the final experiential component to this program as it is considered the signature pedagogy of Social Work education.

Beginning fall 2025, the BSW Program offers one modality for the BSW major which is online. Social work core required courses and concentration courses are mainly synchronous courses that are offered in the late afternoon and/or early evening. Social work majors living on campus can take their general education courses in person on the main campus and their BSW major and concentration courses online. Online social work majors can take their general education courses online as well as their BSW major and concentration courses. Online general education courses are a mixture of asynchronous and synchronous courses.

BSW Program Mission Statement

The mission statement of the University coincides with the BSW Program Mission Statement. The primary mission of the Carlow University BSW Program is to educate and prepare students for generalist social work practice with individuals, families, groups, organizations, communities and social policy. Generalist social work education is based on a liberal arts background and social work foundation that includes competencies rooted in knowledge, values, skills, and cognitive and affective processes. The program is committed to the promotion of leadership, especially for women, and a belief in compassionate service for the empowerment of the populations we serve. This practice is governed by the NASW Code of Ethics that reflects and advocates for social justice, change, and the alleviation of human suffering in personal and professional life. The BSW Program's mission is guided by that of the University as we educate students in effective communication, critical thinking, lifelong learning, and as students become aware of and sensitive to other cultures and values.

Carlow University Mission & Vision Statement

Carlow University's vision is to be a preeminent, innovative Catholic University renowned for providing transformational learning experiences in which students realize their full potential and become career-ready ethical leaders committed to a just and merciful world.

Rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, the mission of Carlow University is to make available transformational educational opportunities for a diverse community of learners, and to empower them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

<https://www.carlow.edu/mission-service/carlow-identity/mission-vision/>

Carlow University Non-Discrimination Policy

One of the core values of Carlow University is the Sacredness of Creation. We revere each person and all creation and the diversity they embody. The University, as an educational institution, and as an employer, values equality of opportunity, human dignity and racial/ethnic and cultural diversity. We respect our diversity as we are called in both the University's Mission and Core Values. Our commitment to inclusivity, respect and acceptance informs every aspect of the University community.

Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, sexual orientation, handicap or disability, sex, age, pregnancy, ancestry, national origin, place of birth, genetic information, gender identification, veteran's status, or any other category protected by federal, state or local law. This policy applies to all programs and activities, with respect to both admissions and employment.

<https://www.carlow.edu/policy-directory/rights/non-discrimination-policy/>

BSW Program Non-Discrimination Policy

The Carlow University BSW Program is committed to the standard of non-discrimination and follows the University Nondiscrimination policy.

In addition, the Carlow University BSW Program is committed to a policy of non-discrimination based on race and ethnicity, national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental disabilities. This policy applies to all aspects of the program including admission, retention, and discontinuance.

The categories listed above were identified in the National Association of Social Workers (NASW) Standards and Indicators for Cultural Competence. Available at:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

In addition, the BSW Program is committed to providing a welcoming and inclusive campus environment as a foundation for student success. As such, we recognize that a student's sex assigned at birth, or the sex by which they are legally recognized, does not necessarily align with their gender identity or the pronouns they use to express themselves. The program acknowledges that a student's personal pronouns and gender identity should be used wherever appropriate.

This policy is included in this *BSW Social Work Handbook* and referenced in the *BSW Field Manual*, both of which are posted online and available to all students, faculty, field supervisors, advisory committee members, and the public.

BSW Program Goals

The goals of the Carlow University BSW Program are as follows:

- To prepare students for generalist social work practice with the skills, values, ethics, and knowledge to work with diverse populations of various sizes including individuals, families, groups, communities, and organizations.
- To provide students with a foundation of liberal arts and scientific inquiry that links to the professional foundation of social work and prepares students for admission into an BSW program as well as entry-level professional practice.
- To offer students personal, academic, and professional development which will encourage lifelong learning, self-evaluation, and empower them to apply these skills to the profession and the community.
- To prepare and promote students' ability to gain knowledge of and experience with contemporary social issues, to respond to issues with practice that is driven by policy, to acquire the necessary skills required to evaluate practice, institute change and understand how those changes impact various constituencies.
- To ensure students develop the competencies of generalist social work practice at the BSW level as described by the Council on Social Work Education (CSWE) in their Educational Policy and Accreditation Standards

The goals are interrelated with the mission of the BSW Program and with the mission of Carlow University.

CSWE Accreditation Information

The BSW Program is fully accredited by the Council on Social Work Education (CSWE). Carlow University is committed to the total development of the students as reflected in the mission statements of the University and the Social Work Department. One method of achieving this is to promote a strong liberal arts education. Students complete a liberal arts base through the fulfillment of all Carlow Compass Curriculum requirements.

Accreditation is a system for recognizing educational institutions and the professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation (CHEA) to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring that the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, the COA administers a multistep peer review accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews. The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work

education and in the competence of social work practice. (CSWE 2022 EPAS, p. 5).

More details are available regarding the details here and below at:

<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

Educational Core Competencies

Social work education is grounded in liberal arts and contains a coherent, integrated professional foundation in social work. The competencies are based on CSWE Educational Policy and Accreditation Standards.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (CSWE 2022 EPAS, p. 7-9)

The Generalist Perspective

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage in diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice. (CSWE 2022 EPAS, p 17).

NASW Code of Ethics

BSW students are expected to familiarize themselves with the NASW Code of Ethics, and to utilize relevant aspects of the Code in their coursework and in class discussions. Students can access the NASW Code of Ethics at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

BSW Program Policies, Protocols and Procedures

The BSW program is responsible for providing education, training experiences, and information

that will guide students learning toward earning a BSW degree. The program prepares students for the social work profession through coursework, skill building labs, and field education. It is also the responsibility of the BSW faculty to model professional behavior and performance. Students can access on the program website an electronic copy of the *BSW Student Handbook* and the *BSW Field Manual*.

The Carlow University BSW program policies and procedures for evaluating student's academic and professional performance are found in the *BSW Student Handbook*, *BSW Field Manual*. Students are advised to consult the *BSW Student Handbook* and *BSW Field Manual* for program related policies as well as the *University's Undergraduate Handbook* and the *Carlow University Undergraduate Course Catalog* for University wide academic policies.

Carlow University Student Handbook

<https://www.carlow.edu/student-life/campus-life/handbooks/>

Carlow University Undergraduate Course Catalog

<https://www.carlow.edu/academic-programs/academic-information/course-catalogs/>

University Required Courses

The liberal arts perspective at Carlow University is gained through the "Carlow Compass." Students should refer to the current *Carlow University Undergraduate Course Catalog* (available on Carlow's website) for a complete description of the Compass requirements. Students are advised and strongly encouraged to complete the majority of these requirements by the end of their sophomore year. The majority of the major social work courses are taken during the sophomore, junior, and senior years.

See the *Carlow University Course Catalog* for course descriptions for General Education (Carlow Compass) required courses.

A copy of the Social Work Curriculum Guide can be found in the Appendices of this *BSW Student Handbook*, which incorporates the Core curriculum known as the Carlow Compass.

BSW Curriculum and Field Placement

The bachelor's in social work curriculum at Carlow University is designed to prepare students, at the undergraduate level, for beginning level generalist practice. The curriculum includes opportunities to learn about and experience social work in a variety of agency settings, as there are experiential components to several of the courses. Field Placement is also required, and sites are available in a number of practice areas including health, mental health, education, government and community agencies, and criminal justice.

Purpose and Objectives of Field Instruction

Field Education is a signature pedagogy of Social Work. According to the CSWE Educational Policy and Accreditation Standards 3.3:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity. The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students' access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology (CSWE 2022 EPAS, p.20).

Field Placement and Field Seminar are the final courses students take in the BSW Program. All required pre-requisites from the Compass and Social Work curriculum are to be completed BEFORE a student enrolls in Field Placement and Seminar. Faculty advisors are available for consultation and assistance throughout the student's educational process.

Admission to the BSW Program

Admission to the BSW Program is a two-step process. The first step is being admitted to Carlow University. The second step is admission to the Upper-Level and Field Placement in the junior year.

Social Work credit is not given for life or previous work experience in accordance with CSWE accreditation standards. Consistent with the Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), the Bachelor of Social Work (BSW) Program at Carlow University does not grant academic credit for social work courses, practice courses, or field education based on life experience or previous work experience.

Students must successfully complete all required social work courses and field education requirements within the approved curriculum to earn a Bachelor of Social Work degree. Previous employment, volunteer service, military service, caregiving responsibilities, internships not completed as part of a CSWE-accredited social work program, or other personal or professional experiences may enrich students' learning but do not substitute for required coursework or field education and are not considered for academic credit.

All students, including transfer students, must demonstrate achievement of the CSWE

Educational Policy and Accreditation Standards (EPAS) through successful completion of the program's required curriculum and field education requirements

Carlow University Admission

See Carlow University Undergraduate Course Catalog for information regarding Admission to Carlow University at:

<https://www.carlow.edu/academic-programs/academic-information/course-catalogs/>

BSW Academic Advising

Carlow University is committed to providing comprehensive academic advising that supports student success, persistence, timely degree completion, and achievement of educational goals. All Bachelor of Social Work (BSW) students are assigned to a BSW faculty academic advisor who assists with course planning, degree requirements, registration, academic policies, referrals to campus resources, and progression toward graduation.

Students are expected to meet with their academic advisor regularly, particularly prior to course registration each semester, and whenever academic concerns or questions arise. Academic advising is a collaborative process in which students are responsible for understanding degree requirements, monitoring their academic progress, preparing for advising meetings, and actively participating in educational planning.

Faculty advisors assist students with:

- Degree planning and course sequencing.
- Registration each semester.
- Interpretation of University academic policies.
- Monitoring academic progress toward graduation.
- Referral to institutional support services, including the Center for Academic Achievement, Disability Services, Counseling and Wellness Services, Financial Aid, the Registrar, and other student support resources, as appropriate.
- Identification of academic concerns and development of strategies that promote student success and retention.

The BSW program is a fully online program; academic advising is complemented by a dedicated Student Success Coordinator through Carlow University's partnership with the Online Program Management (OPM). The OPM Student Success Coordinator provides non-academic student support, assists students in navigating University processes, and connects students with appropriate institutional resources. Academic advising and decisions regarding curriculum, progression, and graduation remain the responsibility of BSW faculty advisors.

BSW Professional Advising

Professional advising for all Bachelor of Social Work students is provided exclusively by Department of Social Work faculty. Professional advising is an ongoing developmental process

that extends beyond academic course planning to support students' professional identity formation, ethical decision-making, competency development, and readiness for generalist social work practice.

Faculty advisors assist students in understanding the mission and values of the social work profession, the NASW Code of Ethics, the CSWE Educational Policy and Accreditation Standards (EPAS), professional behavior expectations, and career pathways within the profession.

Professional advising includes, but is not limited to:

- Orientation to the social work profession.
- Development of professional identity.
- Career exploration and graduate education planning.
- Review of professional behavior expectations.
- Preparation for Upper-Level Admission.
- Guidance regarding field education eligibility and readiness.
- Discussion of student participation in professional organizations, leadership opportunities, service-learning, and community engagement.
- Mentoring related to licensure, continuing education, and lifelong professional development.
- Identification of concerns regarding academic or professional performance and implementation of remediation plans, when appropriate.

Professional advising is provided throughout the student's enrollment in the BSW Program and continues through graduation.

Policy: BSW Halfway Policy

The purpose of this policy is to prevent students from going past the halfway point in major courses without having passed the Carlow compass requirement (SKQ 101) and the CSWE statistics requirement (SW 250). Both courses are one requirement for upper-level admission consideration which is the second admission step for the BSW major. The policy is designed to keep BSW majors moving successfully and sequentially through the level of 100, 200, 300 and 400 level social work major courses and concentration courses.

BSW majors may not take more than one 300 level core required social work course or more than one 300 level social work concentration course without having completed and passed (D final grade or higher) SKQ 101 and earned a C or higher in SW 250.

BSW majors who have not yet completed and passed (D final grade or higher) SKQ 101 and (C or higher) SW 250 may not take any 400-level core required social work course or social work concentration course.

SW 104
SW 201
SW 214
SW 216
SW 250
SW 270
(1/2 way)
SW 300
SW 302
SW 304
SW 305
SW 399
SW 421

Field seminar and field placement I and II (402, 405, 406, 407)

Healthcare Social Work Concentration - Prerequisites: SW 104, PY 101. Concentration courses: SW 298, HIM 102, SW 309, SW 404

Crisis and Trauma Concentration - Prerequisites PY 285, SW 300. Concentration courses: SW 420, SW 430, SW 440, SW 488 or SW 404

Restorative Justice Concentration - Prerequisites SW 216, CRM 375. Concentration courses: 6 credits in CRM from the following - CRM 285, CRM 300, CRM 303, CRM 315

Forensic Social Work Concentration - Concentration courses: CRM 100, CRM 101, CRM 250, CRM 300, CRM 412, CRM 413

Progression through the BSW Program

To progress from one semester to the next, students:

- Must complete the program of study in the prescribed sequence.
- Must maintain an overall GPA of 2.5.
- Must earn a minimum of “C” in all social work required core courses and should earn a “C” or higher in all social work concentration courses (courses with prefix HIM, CRM, SW/PY).
- Must pass Field Placement I and II graded on a Pass/Fail basis.
- Must earn a minimum of “D” for social work required support courses which include SO 152, PY 101, and BIO 157 or BIO 230.
- Must earn a minimum “D-” for Carlow University required Compass courses.
- Must demonstrate professional standards of conduct in all Carlow BSW program requirements per the Essential Standards in this Handbook (classroom, volunteering, field

placement, student activities.

- Must pass with readiness approval for the Upper Level and Field Placement interview with the BSW Admissions Committee.

Admission to the Upper Level of the BSW Program and Field Placement

In the junior year (with 30 or less credits to degree completion), students apply to the upper level of the program and field placement.

Students in the BSW program are required to complete *SW 399 Professional, Ethical, Leadership in Social Work* in the fall term, preceding their slated field placement senior year, during which the application process is part of the course requirements.

Students submit the following:

- 1) Eligibility Verification Form
- 2) Application form
- 3) Essay
- 4) Volunteer hours verification
- 5) Reference letter
- 6) Resume
- 7) Cover Letter

An example application is included in this *BSW Student Handbook Appendices*. Please contact your academic advisor if you have any questions.

Admission to the advanced level of the BSW Program is a formal process. Students must have an overall GPA of 2.5 to be fully admitted into the Upper Level of the Program and Field Placement. Students with an overall GPA below 2.5 may be admitted on a one semester provisional basis.

As part of the upper-level application process, students review their Progress Report in Self-Service to ensure they have fulfilled the required pre-requisite courses and requirements, which they submit via the Eligibility Verification Form to the Field Director (see Appendix D).

The following table maps out the coursework, volunteer hours, and credit hours for eligibility to apply for Upper-Level and Field Placement.

Required Coursework to Apply for Upper Level & Field Placement
The following courses are required prerequisites you <i>must have completed successfully</i> when applying to the Upper Level: ☐ SKW 101 Foundations of Writing ☐ SKC 101 Communication Personal to Professional ☐ SKQ 101 Quantitative Reasoning ☐ SO 152 Introduction to Sociology ☐ PY 101 Introduction to Psychology

☐ SW 104 Introduction to Social Work

The following courses are the required pre-requisites ***you must have completed or be currently enrolled in*** when applying to the Upper Level. Successful completion of these courses is a pre-requisite to acceptance to the Upper Level:

- ☐ BIO 157 Contemporary Biology or BIO 230 I Biological Basis of Behavior
- ☐ SW 250 Statistics for Social Workers (Offered Fall and Spring)
- ☐ SW 201 Introduction to Social Welfare (Offered Fall)
- ☐ SW 214 Human Behavior and Social Environment (Offered Fall)
- ☐ SW 302 Social Work with Individuals (Offered Fall)
- ☐ SW 399 Professional Ethical Leadership (Offered Fall)

The following courses require pre-requisites you ***must have completed before enrolling in Field Placement.***

- ☐ SW 300 Theories and Methods of Practice (Offered Spring)
- ☐ SW 216 Communities, Organizations (Offered Spring)
- ☐ SW 270 Cultural Humility in Social Work (Offered Spring)

Required Volunteer Hours

Before applying to Upper Level & Field Placement, students must complete 50 hours of volunteer service before enrolling in Upper Level & Field Placement.

Students must submit letter(s) verifying a total of 50 hours of volunteer service as part of the Upper Level Application packet.

Required Credits for Application to Upper Level & Field Placement

You must be in junior status the fall that you apply for Upper Level & Field Placement with 30 or less credits to degree completion dependent on full or part time enrollment. You must indicate the credits you have completed and have remaining on your Eligibility Verification form.

Note: Field Placement begins when full-time students have 30 or less credits to degree completion. Review your credits ahead of time. If you are a part-time student and plan to remain part-time in your senior year, you will need to wait to begin Field Placement until you have 18 or less credits to degree completion (as well as completion of all required pre-requisite courses).

Field Placement and Field Seminar are 8 credits Fall and 8 credits Spring senior year. Field Placement I (Fall) and II (Spring) are 5 credits each and Field Seminar I (Fall) and II (Spring) are 3 credits each for a total of 8 credits each semester and 16 credits for the

academic year.

Upon receipt of all application materials, students will interview with the BSW Admissions Committee, which assesses the students' preparedness for the upper-level and field placement as well as oral communication skills.

The decision of the Committee is based on submitted materials, the oral interview, and the student's academic records. The committee members complete an evaluation for each student, and these scores are used to determine acceptance status.

Following the Committee's review of the above, the Committee's decisions are forwarded to the BSW Program Director. Upon review, each applicant is sent a letter from the BSW Program Director, which indicates the decision was "Accept," "Conditionally Accept," or "Reject" the Application. Students who receive a conditional acceptance letter are expected to adhere to the conditions outlined in the admissions letter. These students may be re-interviewed to re-assess their preparedness within the subsequent year and at the time a decision will be made to accept, reject, or in special circumstances to continue the conditional acceptance with new conditions.

Students who do not satisfy the admission requirements to the upper level of the program and are rejected may not continue to take Social Work required courses, except for elective courses that are open to the University in general. Students admitted with a provisional status may continue to take social work required courses with close supervision and remedial work.

Performance at the "Accepted" status is required for entrance into Field Placement. Thus, attainment and maintenance of a 2.5 overall grade point average is necessary. Students must also continue to demonstrate standards of professional conduct and comply with the NASW Code of Ethics.

Transfer Students

In general, students from junior and community colleges who have earned an associate in social work degree and most who have earned an associate degree can make a smooth transfer into Carlow University. Please refer to the current *Carlow Undergraduate Course Catalog* for detailed information regarding the transfer credit process.

Academic Advisors

Students are assigned advisers when they declare Social Work as a major. BSW academic advising is provided by BSW Program faculty members. Please contact the BSW Program Director or the Registrar's office if you have questions about the BSW faculty member assigned to you as your academic advisor. Typically, your advisor will advise you until you complete the Program. Field Placement advising is done by the Director of BSW Field Education. If a student would like to change her/his advisor for any reason, she/he may do so by completing the Change of Advisor Form found in the Registrar's office.

Students are encouraged to contact their BSW academic advisor to discuss their academic

program, their career goals, and other areas of interest or concern. It is important that student records match the records of the advisor. Therefore, students should share all relevant information with their academic advisors. *Students are to make an appointment for registration and advising every semester.* If conditions prevent the student from keeping the appointment or from being on time for an advising appointment, the student should be sure to inform the advisor. If an advisor is unable to keep an appointment, the advisor will make every effort to contact the student. Current students must always use their Carlow email address as an official form of communication, as opposed to a personal email address. Because of the demands of registration periods, students are encouraged to make appointments for general academic concerns during less busy periods.

Registration for Courses

It is to the students' advantage to meet with the faculty advisor prior to registration deadlines to complete registration. Before the student comes in for pre-registration, the student should review their schedule of courses and prepare a rough schedule of the courses needed to fulfill requirements. The BSW Curriculum Guide can be found in the Appendices. During your advising meeting, your advisor will assist you in planning a schedule that meets your degree requirements. Students may self-register using Carlow's online system after their first year (more than 24 credits). BSW students are required to communicate with and/or meet with their social work academic advisor prior to registering every semester.

See the *Carlow University Undergraduate Course Catalog* for more information on Registration.

Credit Load Per Semester

The four-year degree program requires the completion of 120 credits. To graduate in four years, students must complete 15 credits or more per semester.

Social Work Student Association

The voice and vehicle for student involvement are the BSW Student Association (BSWSA). In addition, the BSWSA serves as an outlet for service and educational programming that enhances formal educational experience, assists students in attending social work conferences and workshops, and provides fellowship and support for those pursuing common goals, both as persons and as aspiring social workers.

The Association has its own officers and Constitution. Membership is open to all students and faculty in the BSW Program or who have an interest in social, educational, and service programs. The Association will plan educational and social events. The advisor to the Association may be a Social Work faculty member or Advisory Board member, or Carlow Social Work Program alum.

Information Emails

All BSW students are members of an email list, which the program leadership utilizes to communicate important required events such as the annual orientation as well as events of

interest such as lectures and volunteer opportunities. Students must check their Carlow email account regularly.

Student Orientation

Student orientation to the BSW Program is a mandatory activity. It is important for students to receive information about the program early and often, particularly program requirements and professional standards. Students are oriented to the BSW program by watching an orientation video and reviewing the BSW Student Handbook. Students will receive an email from the BSW Program with instructions on how to participate in the student orientation and how to have their participation recorded. Participation in student orientation must be recorded for the student to register for the next enrollment term.

Student Feedback

Students are encouraged to share feedback on the BSW Program with the Program Director and/or Social Work faculty at any time. Students also provide feedback on the BSW Program at the end of Field Seminar II by completing an anonymous Exit Survey.

Written Class Assignments

Students are expected to communicate effectively orally and in writing. These skills are essential in the profession of social work. All written assignments must conform to accepted rules and conventions of good writing.

The quality of written assignments is compromised when a student's writing skills are not good. A student's performance suffers when a written assignment contains errors in grammar, misspelled words, improper documentation, and, in general, when a manuscript is poorly prepared. Quality writing skills are required by professional social workers who constantly communicate in writing through case documentation, reports and letters to agency personnel, clients, community members, legislators, and funding sources.

The current *Publication Manual of the American Psychological Association* has been adopted by the BSW Program as the style manual to be used for all written assignments. When other styles should be used, the student will be advised by the instructor or field agency.

Plagiarism and Critical Thinking

Plagiarism is a commission of an act of academic dishonesty and leads to severe penalties in higher education. Forms of plagiarism include copying another student's work, submitting someone else's work as your own, and taking ideas from classes or readings and putting them on without acknowledgment, citations or references. Ideas, including paraphrased ones, must be given credit by showing the source with an appropriate citation or reference.

Intentional or Unintentional plagiarism threatens the integrity of the student and the University. Critical thinking is a purposeful mental activity that can be used when writing papers and reports.

Critical thinking is more than reading, and it allows students to produce and evaluate ideas. Students will not only possess a body of information but will also be able to apply it to academic study and the Social Work profession and demonstrate it to instructors.

Policy: BSW Program AI Policy Statement

The BSW Program expects that all work submitted to any BSW course will be the students' own work done independently and without use of ChatGPT. To be specific, the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including brainstorming, is not permitted. Deviations from these guidelines will be considered violations of Carlow University's Academic Integrity Policy. Note that expectations for "plagiarism, cheating, and acceptable assistance" on student work may vary across your courses and instructors. Please ask your instructor if you have questions regarding what is permissible or not for a particular course or assignment.

Policies for BSW Academic Performance and Standards of Professional Conduct

Students are responsible for knowing and adhering to academic policies and ethical behavior as indicated in the Carlow University Undergraduate Course Catalog, Carlow University Student Handbook as well as the BSW Program policies and ethical behavior outlined in the BSW Student Handbook and BSW Field Manual.

Academic Performance

University Academic Standing

Carlow University requires that students maintain satisfactory academic progress while attending the institution. In order to maintain satisfactory academic progress, a student must have a cumulative GPA of at least 2.0 for University good academic standing and earn at least 67% of cumulative credits attempted.

****Please note: The BSW Program requires an overall GPA of at least a 2.5 to maintain good academic standing as a BSW major.***

University Procedure

All undergraduate students' academic records are reviewed at the end of each semester. The review includes an examination of the student's cumulative GPA and the percentage of credits earned versus credits attempted.

University Academic Warning, Dismissal and Appeal Process

At the end of the warning period, the student's academic transcript is reviewed. If the student has not met the minimum criteria for GPA and credits earned, the student is dismissed from Carlow University for one year. For firsttime, first-year students, those earning a GPA below 1.0 in their first semester may be moved directly to dismissal. Students are notified in writing of their dismissal status. A student may appeal his or her dismissal. (Carlow University Undergraduate Catalog <https://www.carlow.edu/academic-programs/academic-information/course-catalogs/>)

When a BSW student is academically dismissed from the University, the BSW faculty advisor or Program Director will attempt to reach out to the student to offer closure. Academic integrity violation dismissals and violations of student conduct dismissals are confidential and under the purview of University Policy.

Policy: BSW Program Academic Standing

To avoid academic warning and/or dismissal from the BSW Program, social work majors must maintain academic good standing in the BSW Program (2.50 or higher GPA). Social work majors must earn a minimum of “C” in all social work core required courses and pass Field Placement I and II. **Failure to meet this requirement may lead to academic dismissal from the BSW Program.**

BSW Program Procedure

All BSW majors’ academic records are reviewed at the end of each semester by the Program Director or designee. The review includes an examination of the student’s cumulative GPA, and the final grades earned in social work core required courses and field placement. A student who earned a failing final grade in a social work required course will receive email communication from the Program Director or designee. Email communication may be a BSW warning or dismissal from the BSW major dependent upon maintaining good standing with the BSW Program academic standards.

BSW Program Academic Warning

Failure to maintain an overall 2.5 GPA and/or earning a C- or lower in CSWE required core social work course will result in an “academic warning” from the Program Director that the student is at risk of dismissal from the BSW Program.

- The “academic warning” will include suggestions and resources available that may aid in academic success for the student.
- The student will be required to meet with the social work faculty academic advisor to create a plan for academic success *prior* to the start of the next academic term to discuss and complete a remediation plan (See Appendix F). Failure of the student to not engage in the remediation process will weigh heavily in determining dismissal.
- A copy of the remediation plan will be sent by email to the student for signature; the student will sign and return the plan to the academic advisor within 5 business days. The academic advisor will sign the plan within 5 days, and a copy of the completed signed plan will be retained by the academic advisor, the student, and sent to the Program Director as well.
- After a remediation plan is implemented, if a student earns a second C- or lower in a required core social work course, the student will be dismissed from the BSW Program.
- Earning a C- or below in concentration courses (including cross-listed SW/PY, HIM, CRM) will result in discussion for remediation and determine if the concentration is the best focus for the student and/or implications for field placement.
- After a remediation plan is implemented, if a student earns a second C- or lower in a concentration course, the student must meet with their academic advisor to discuss if

remaining in the concentration is in the student's best interest academically.

BSW Program Academic Dismissal

- Earning a C- or lower in two CSWE required core social work courses will result in a "written dismissal" from the BSW Program by the Program Director.
- Failure to pass the Upper Level and Field Placement Admissions interview with readiness approval will result in a "written dismissal" from the BSW Program by the Program Director.
- Failure to pass Field Placement I or II will result in a "written dismissal" from the BSW Program by the Program Director.

Process for Appeal of Dismissal for Academic Reasons from the BSW Program

When a student is dismissed from the BSW Program for academic reasons by notification by the BSW Program Director, the student will have the right to appeal and due process.

The student appeal must be in writing and sent by email to the Chair of the Department of Social Work within 5 business days of receiving the dismissal notice. The Chair of the Department of Social Work will determine the result of the appeal and notify the student and BSW Program Director in writing within 10 business days after reviewing the appeal.

BSW Program Essential Standards for Skills, Values and Professional Conduct

The Essential Standards for the BSW Program at Carlow University include scholastic standards, values and ethical standards, self-awareness, interpersonal relationship skills, professional responsibility, critical thinking and problem-solving abilities, and communication skills. Other CSWE accredited BSW Programs use the same, or similar, Essential Standards that have been adopted by Carlow BSW Program.¹

Essential Skills

Scholastic Standard: Includes overall GPA, GPA in required social work courses, and course grades.

Essential Student Behavior:

- The student must maintain an overall GPA of 2.5.
- The student must maintain an overall GPA of 2.5 in required social work courses.
- The student must earn a C or better in all required social work courses.
- The student should earn a C or better in all concentration courses (including courses with a prefix SW/PY, HIM, CRM).
- The student must pass with readiness approval the interview with the BSW Admissions Committee for acceptance to Upper Level and Field Placement.
- The student must pass Field Placement I and II.

Self-Awareness Standard: Students demonstrate professional preparations through a commitment to the process of self-reflection and self-critique, assuming full responsibility for professional growth and for protecting clients, peers, supervisors, faculty, and other relevant

parties from the adverse effects of performance problems and unprofessional behavior.

Essential Student Behavior:

- *The student will demonstrate awareness of self and his/her impact on interpersonal and professional relationships.*
- *The student will demonstrate a willingness accept feedback and/or supervision in a positive manner and use the feedback to enhance his/her professional development.*
- *The student will prepare for, and effectively utilize, supervision and other forms of professional advisement and mentorship.*
- *The student will demonstrate a realistic and accurate self-awareness of his/her own strengths, limitations, values, and performance.*

Interpersonal Relationship Skills Standard: Interactions with peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors reflect integrity, honesty, and cooperation, as well as an appropriate understanding of professional role and appropriate boundaries.

Essential Student Behavior:

- *The student will relate interpersonally in a manner that is respectful, non-disruptive, nondiscriminatory, and characterized by maturity.*
- *The student will use proper channels for conflict resolution.*
- *The student will demonstrate appropriate use of self in the professional role.*

Responsibility and Professional Preparedness Standard: Appropriate levels of responsibility and professional preparedness are demonstrated over the program course of study.

Essential Student Behavior:

- *The student will demonstrate responsible and self-directed behavior in accordance with the program of student and the sequencing of courses for program completion.*
- *The student will demonstrate adherence to agency protocols and policies, dress codes, and documentation requirements.*
- *The student will demonstrate behaviors in the classroom in the field placement, in the community and with peers that follow program policies, institutional policies, and professional ethical standards.*

Critical Thinking and Problem-Solving Abilities Standard: Individual reasoning reflects a comprehensive analysis that distinguishes fact from inference, conclusions that are grounded in relevant data, information, and evidence.

Essential Student Behavior:

- *The student will demonstrate the ability to identify ways in which biological, psychological, developmental, spiritual, socioeconomic, and environmental factors may affect an individual, family or groups of various sizes.*

Communication Skills Standard: All verbal, nonverbal, and written communication exchanges are in accordance with professional standards.

Essential Student Behavior:

- *The student will speak with dignity, respect, and cultural sensitivity to peers, clients, faculty, staff, advisors, supervisors, agency personnel, and field instructors.*
- *The student shows skill in building rapport and engaging clients, applying principles of sound communication.*
- *They must express ideas and feelings clearly and demonstrate a willingness and ability to listen to others.*
- *They must have sufficient skills in spoken and written English to understand the content presented in the program.*
- *The student follows agency guidelines for recordkeeping.*

Motor and Sensory Skills: Developing the competencies needed to become a social worker is a lengthy and complex process that requires students to participate in the full spectrum of experiences and requirements of the curriculum.

Essential Student Behavior:

- *The social work student must have sufficient motor abilities to attend class and perform all the responsibilities expected of students in practicum placement, at places such as hospitals and clinics.*
- *The student must have the ability to acquire and integrate new information through the use of their senses to perform the functions that will be expected of them both as students and professional social workers.*
- *Students who wish to request reasonable accommodations for meeting the Essential*
- *Motor and Sensory Skills requirement should contact the Disability Services Office which provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law.*

Essential Values

For admission to and to continue in the BSW Program at Carlow University, students must demonstrate commitment to the core values of social justice and diversity. These essential values are critical to social work education and practice.³

Social Justice:

The social work student must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being.

Diversity:

Social work students must appreciate the value of human diversity.

- *They must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system.*
- *Social work students must not impose their own personal, religious, sexual, and/or cultural values onto their clients.*

- *The social work student must know how their values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships.*
- *The student must be willing to examine and change their behavior when it interferes with their working with clients and other professionals.*
- *The student must be able to work effectively with others in subordinate positions as well as with those in authority.*

Essential Standards of Professional Conduct

These Essential Standards of Professional Conduct are adapted from the NASW Code of Ethics and are the standards used in other CSWE accredited BSW Programs.^{2, 3}

Professional conduct means that in general the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. There are abilities and attributes that students must possess that provide the Social Work Department with reasonable assurance that students can complete the required course of study and participate successfully in social work education and the professional practice of social work. Social work students are expected to possess the following abilities and attributes and to meet these standards in the classroom as well as in their community service hours and field placements.

Professional Behavior:

The social work student behaves professionally by knowing and practicing within the scope of social work and adhering to the National Association of Social Workers Code of Ethics. The social work student expresses ideas and feelings clearly and demonstrates the ability and willingness to actively listen to others.

Self-awareness:

The social work student is willing to examine and change behavior when it interferes with working effectively with clients and other professionals.

Professional Commitment:

The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and the right to a just share of society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics.

Self-care:

The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources as necessary.

Valuing Diversity:

The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty,

staff, clients, or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

The expectation is that students will possess and develop these skills, values, and standards as they progress through all aspects of the program, including in the classroom, in their field placements, and in the professional practice of social work. Attention to them will be paid by those individuals responsible for evaluating students' classroom performance, decision-making for admission to upper level and field placement, and practicum performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.³

Core Competencies

Social work education is grounded in liberal arts and contains a coherent, integrated professional foundation in social work. The competencies are based on CSWE Educational Policy and Accreditation Standards.⁴ Field Placement provides an opportunity for students to develop and demonstrate their proficiency in each of the competencies which is required for successful completion of the BSW Program and to earn the BSW degree.

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

(CSWE 20E22 EPAS, p. 7-9)

Endnotes

¹ Department of Social Work Student Handbook University of Detroit Mercy. Retrieved May 23, 2023, from <https://www.udmercy.edu/academics/catalog/undergraduate2018-2019/colleges/clae/pdf/social-work-handbooks/social-work-student-handbook-rev-7-13-17.pdf>

² National Association of Social Workers. (2021). NASW code of ethics. Retrieved May 31, 2023, from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

³ Essential Skills, Values and Standards of Professional Conduct. University of Washington School of Social Work. Retrieved May 31, 2023 from <https://socialwork.uw.edu/blurb/essential-skills-values-and-standards-professional-conduct>

⁴ Council on Social Work Education. (2022). *Educational policy and accreditation standards for baccalaureate and master's social programs*. Retrieved June 20, 2023 from <https://www.cswe.org/accreditation/standards/2022-epas/>

The BSW Program follows Carlow University's academic policies including but not limited to Academic Integrity Policy, Student Code of Conduct, Academic Grievance Procedure detailed in the current *Carlow University Undergraduate Catalog*, the *Carlow Undergraduate Student Handbook*, the *BSW Student Handbook*, *BSW Program Essential Standards*, and *BSW Field Manual*, and the *NASW Code of Ethics*.

Behavioral Expectations as Defined in the Educational Setting

To prevent disruptive behavior in the learning environment, the following should be reasonably expected of all students in the educational setting:

- Acting in a responsible and respectful manner.
- Attending classes and paying attention.
- Having their camera on in synchronous online courses, if requested/required by instructor.
- Students are responsible for any material presented in class.
- Students may expect the instructor to clarify material already taught; not to re-teach material missed.
- Attending class on time and staying until dismissed.
- If a student must enter class late, he or she should do so in a manner so as not to disrupt the class.
- Students should not leave a class once it has begun unless it is necessary.
This applies to testing situations as well, until the student has completed the test.
- Respecting the right of others to speak uninterrupted.
- Students must allow others time to give their input and ask questions.
- Students should not stray from the topic of the class discussion.
- Turning off unnecessary electronic devices before class begins.
- Focusing on class material during class time.
- Participating appropriately in written "chat" feature online, as per instructor requirements (i.e., keeping comments focused on class material and content).

Examples of Unprofessional and/or disruptive behaviors include (not limited to):

- Talking out of turn: Students consistently interrupting the teacher or classmates by speaking without permission, disrupting the flow of instruction or discussions.
- Excessive noise and disruption: Students engaging in loud conversations, using electronic devices without permission, or making unnecessary noise, making it difficult for others to concentrate or listen to the teacher.
- Inattentiveness: Students consistently show a lack of focus or engagement, such as daydreaming, doodling, or using electronic devices unrelated to class material.
- Disrespectful or disruptive language: Students use offensive or disrespectful language towards the teacher or classmates, engage in name-calling, or make derogatory comments that create a hostile classroom environment.
- Noncompliance with instructions: Students consistently fail to follow instructions or

assigned tasks, often disrupting the flow of the class or requiring additional time and attention from the teacher.

- Behavioral aggression: Students engaging in behavioral altercations, fights, or aggressive behavior toward classmates or the teacher posing any threat to safety and well-being of others.
- Defiance or challenging authority: Students consistently challenging the teacher's authority, refuse to comply with requests or directives, or engage in power struggles.
- Disruptive use of electronic devices: Students using electronic devices for non-academic purposes during class, such as texting, browsing social media, or playing games, which is distracting to them and others from the learning environment.
- Chronic tardiness or leaving early: Students consistently arriving late to class or leaving before class ends, disrupting the continuity of instruction and distracting other students.
- Off-task behavior: Student engaging in activities unrelated to class that detract from their own learning and that of their peers such as excessive socializing in the chat and multi-tasking with other electronic devices, people or tasks (including driving).
- Camera off in a class that requests/requires camera on.
- Attending an online class while working as an employee or volunteering or any other related additional activities.
- Attending an online class while driving or any related transportation activity that is distracting.

BSW Program Procedures for Disruptive Behavior

Nothing in this BSW Program policy prohibits an immediate call to the police or referral of the matter to another policy office, as determined to be appropriate by the instructor. Procedures, depending on the situation and/or safety, may include, but are not limited to informal resolution, removal of the disruptive student from the classroom and/or course, and/or sanctions by appropriate authorities.

The BSW Program Director, in consultation with the student's academic advisor, will review the documentation for non-academic reasons for termination of the student from the BSW Program. The BSW Program Director and/or the Department Chair will determine if the nature of the improper conduct warrants the student's dismissal from the social work program in accordance with any or all the following: the BSW Program Standards of Professional Conduct as outlined above, as well as the Carlow University's academic policies including but not limited to the Academic Integrity Policy, Student Code of Conduct, Academic Grievance Procedure detailed in the current *Carlow University Undergraduate Catalog*, the *Carlow Undergraduate Student Handbook*, the *BSW Student Handbook*, *BSW Program Essential Standards*, the *BSW Field Manual*, and the *NASW Code of Ethics* and the *BSW Program Procedures for Disruptive Behavior* (see Appendix F).

Policy: BSW Program Dismissals for Non-academic Reasons

Authority regarding continuance in the BSW Program rests with the BSW Program Director, in consultation with the Academic Advisor who may also consult other faculty and staff, and field

supervisor and/or task supervisor; with exception of a dismissal that is due to violation of University Policy regarding academic performance and good standing, academic integrity or student conduct. Student dismissal may be considered by the BSW Program Director for academic performance and for non-academic reasons. Non-academic reasons may encompass inappropriate and/or improper behaviors, attitudes, demeanor, and conduct in the classroom, in community service hours, and in field placement. Please refer to Appendix F.

Appeal Process for Dismissal for Non-academic Reasons from the BSW Program

If a student is dismissed from the BSW Program for non-academic reasons such as improper conduct, he/she/they will have the right to appeal and due process. Please refer to Appendix F.

Professional Performance in Field Placement

While students are in Field Placement during their senior year, they are regularly and continuously evaluated in terms of their professional performance. The Carlow BSW Field Director visits each student and their field instructor at the site each semester to discuss learning goals and student performance. Students collaborate with field supervisors to develop the learning plan at the beginning of each term in relation to the CSWE competencies. Every student and Field Supervisor should feel free to voice concerns or questions to the Director of Field Education so that issues can be discussed with the social work program and/or department faculty as needed.

In addition, each Field Supervisor submits a mid-term evaluation via an online survey link each term. This mid-term evaluation is shared with the students, and they are encouraged to discuss their performance with the Field Supervisor. At the end of each term, the Field Supervisor submits a final evaluation of the student via an online survey link. This evaluation is based on CSWE competencies.

Additional comprehensive final evaluation conducted at the close of the second semester includes: evaluation of agency, Field Supervisor and Director of Field Education by student; evaluation of Carlow Field Placement program by the student; and evaluation of the Carlow Field Placement program by the Field Supervisor.

More information and example documents are available in the current *BSW Field Manual*.

Students must complete a Capstone Assessment as part of Field Placement. This assessment is used by the program to determine the student's demonstrated ability to articulate their proficiency in each competency in the context of their Field Placement experience. The capstone results are graded, compiled, and analyzed for year-end reporting and accreditation documents.

Policy: BSW Program Procedure for Improper Conduct in Field Placement

A student can be removed from a Field Placement for improper conduct. Please refer to the current Field Manual for information and Appendix F of this Handbook.

BSW Program Dismissal from Field Placement and BSW Program

A student can be dismissed from Field Placement and the BSW Program for improper conduct. Please refer to the current Field Manual, the BSW Program Dismissal for Non-academic Reasons and Appendix F in this Student Handbook for information.

Appeal Process for Dismissal from Field

If a student is removed from a Field Placement for non-academic reasons such as improper conduct, the student will have the right to appeal, and due process, as outlined in this Handbook.

If there is need for further appeal, the student will continue to follow the steps of the Carlow University grade appeals process found in the current *BSW Handbook* and current *Carlow University Catalog*.

Policy: Ensuring Equitable and Inclusive Opportunities for Student Input and Participation in the Implicit Curriculum

Policy: Student Input in the Implicit Curriculum

The Carlow University Bachelor of Social Work (BSW) Program is committed to creating an equitable, inclusive, and student-centered learning environment in which students have meaningful opportunities to provide input regarding the program's implicit curriculum. The program recognizes that the implicit curriculum—including the educational environment, program culture, advising, student support services, faculty interactions, field education, policies, leadership opportunities, and overall learning climate—plays an essential role in preparing competent professional social workers.

The program systematically gathers student perspectives through multiple formal and informal mechanisms designed to ensure that all students have equitable opportunities to contribute their experiences, perspectives, and recommendations. These mechanisms include, but are not limited to:

- Annual anonymous BSW Senior Exit Survey
- Anonymous university course evaluations
- Program assessment surveys
- Field education evaluations
- Student focus groups
- Academic and professional advising meetings
- Department meetings with student participation when appropriate
- Program Advisory Board student representation
- Student organizations and leadership opportunities
- Direct communication with faculty and program administration

The BSW Senior Exit Survey is administered annually using an Institutional Review Board (IRB)-approved process that preserves student anonymity and encourages honest feedback regarding program strengths, challenges, diversity, equity, inclusion, belonging, accessibility, student support, advising, field education, curriculum, and overall educational experiences.

Student feedback is reviewed annually by the social work faculty as part of the program's continuous quality improvement process. Findings are used to identify strengths, inform

program planning, improve policies and practices, strengthen the learning environment, and enhance student success.

Policy: Student Participation in the Implicit Curriculum

The BSW Program provides equitable and inclusive opportunities for students to actively participate in shaping the educational environment and program culture throughout their academic experience.

Students are encouraged to participate through:

- Program assessment activities
- Student organizations
- Department initiatives
- Program committees and advisory activities when appropriate
- Community engagement
- Field education feedback
- Leadership opportunities
- University governance opportunities
- Co-curricular programming
- Diversity, equity, inclusion, belonging, and accessibility initiatives

The program values diverse perspectives and intentionally seeks participation from students representing varied backgrounds, identities, life experiences, and educational pathways. Faculty review student feedback regularly and incorporate recommendations into continuous program improvement whenever appropriate.

Policy for Ensuring Equitable and Inclusive Opportunities for Student Input and Participation in the Explicit Curriculum

Policy: Student Input in the Explicit Curriculum

The BSW Program recognizes students as important partners in curriculum evaluation and continuous improvement. Students are provided with equitable opportunities to evaluate curriculum content, instructional methods, learning activities, competency development, field education, and overall educational effectiveness.

Student input regarding the explicit curriculum is obtained through:

- Course evaluations
- Annual BSW Senior Exit Survey
- Field education evaluations
- Advising meetings
- Classroom discussions
- Reflection assignments
- Program assessment activities
- Student focus groups
- Advisory Board feedback
- Direct communication with faculty

Assessment findings are reviewed annually by the social work faculty and incorporated into

curriculum planning, course revisions, assessment planning, and continuous quality improvement consistent with the CSWE Educational Policy and Accreditation Standards (EPAS).

Policy: Student Participation in the Explicit Curriculum

Students actively participate in the explicit curriculum through classroom learning, experiential learning, field education, competency assessment, service-learning, leadership opportunities, and collaborative learning experiences.

Faculty intentionally promote inclusive learning environments that encourage respectful dialogue, critical thinking, diverse perspectives, self-reflection, and active engagement in competency-based education.

Students participate in curriculum improvement by providing ongoing feedback regarding:

- Course content
- Learning activities
- Teaching strategies
- Assessment methods
- Signature assignments
- Field education experiences
- Program sequencing
- Emerging areas of social work practice

Faculty uses student feedback, together with assessment data and stakeholder input, to guide curriculum revisions and strengthen student learning outcomes.

The BSW Program communicates opportunities for student participation and input beginning at program orientation and continuing throughout the curriculum. Faculty discusses the importance of student voice during advising, orientation, classroom instruction, field education preparation, and program meetings. Students are informed that their feedback is valued and directly contributes to program assessment, curriculum development, accreditation, and continuous quality improvement.

The annual anonymous Senior Exit Survey serves as one of the program's primary mechanisms for obtaining comprehensive student feedback regarding both the explicit and implicit curriculum. The survey was developed through a collaborative process involving a student focus group, an external social work practitioner, and students enrolled in the Research Methods course. The survey received Institutional Review Board (IRB) approval and is administered annually using procedures that preserve student anonymity. Survey results are analyzed by the social work faculty and incorporated into the program's annual assessment process, including "Open the Loop" planning at the beginning of the academic year and "Close the Loop" review at the conclusion of the assessment cycle. Findings are documented in the University's assessment system and inform curriculum revisions, policy changes, student support initiatives, and strategic planning.

Additional opportunities for student input occur through course evaluations, field education evaluations, advising meetings, classroom discussions, focus groups, and direct communication with faculty and program leadership. These multiple avenues ensure that all students have

equitable opportunities to contribute to program improvement.

Additional Policies and Procedures

The BSW Program follows Carlow University's academic policies including but not limited to Academic Integrity Policy, Student Code of Conduct, Academic Grievance Procedure detailed in the current Carlow University Undergraduate Catalog available at:

<https://www.carlow.edu/academic-programs/academic-information/course-catalogs/>

Appendix A:

BSW Curriculum Guide

CARLOW UNIVERSITY SOCIAL WORK PROGRAM
BSW CURRICULUM GUIDE
 AY 2026-2027

Student Name _____

Student ID# _____

Compass	FIRST YEAR - FALL COURSES	Done	Credits		Compass	FIRST YEAR - SPRING COURSES	Done	Credits
CTC	Connecting to Carlow		1					
SKW	SKW101 Foundations of Writing		3		SKC	SKC101 Communication Personal to Professional		3
CE	Critical Exploration 148 (Covers 1 Breadth Area)		3		C&A	Contemplation & Action 149 (Covers 1 Breadth Area)		3
S	SO152 Intro to Sociology		3		N	BIO230 Biological Bases of Behavior (3 cr) or BIO 157 and Lab (4 cr in person)		3 or 4
N	PY101 Intro to Psychology (pre-req for BIO 230)		3		W	Breadth Wisdom or Elective		3
S	SW104 Intro to Social Work		3			++SW 270 Cultural Humility		3
	Total		16			Total		15-16
SOPHOMORE YEAR - FALL COURSES					SOPHOMORE YEAR - SPRING COURSES			
SKQ	SKQ101 Quantitative Reasoning		3			SW Concentration/Elective or Minor		3
	+SW201 Intro to Social Welfare		3		SKW	SKW102 Foundations of Writing 2		3
	+SW 214 Hum Beh & Social Env		3		E	Breadth Expression or Elective		3
	SW 250 Statistics for Social Workers		3			++SW216 Communities, Orgs & Groups		3
	2nd Breadth Course (if needed) or Elective		3			++SW 300 Theories & Methods		3
	Total		15			Total		15
JUNIOR YEAR - FALL COURSES					JUNIOR YEAR - SPRING COURSES			
	2 nd Breadth Course (if needed) or Elective		3		DE	Depth Experience Outside Major (200 level or higher)		3
	+SW302 Social Work with Individuals		3			++SW304 SW with Families		3
	+SW 399 Professional Ethical Leadership (CAP I)		3			2 nd Breadth Course (if needed) or Elective		3
	SW Concentration/Elective or Minor		3		ESR	++SW 303 Social Welfare Policy		3
	SW Concentration/Elective or Minor (Note: we recommend SW majors take SW 298)		3			SW Concentration/Elective or Minor		3
	Total		15			Total		15
SENIOR YEAR - FALL COURSES					SENIOR YEAR - SPRING COURSES			
	+SW 305 Social Work with Groups		3		ANC	++SW421 Research		3
	+SW402 Field Placement I		5		MC	++SW406 Field Placement II		5
	+SW405 Field Seminar I		3			++SW407 Field Seminar II		3

	SW Concentration/Elective or Minor		3			SW Concentration/Elective or Minor		3
	Elective (1 credit), if needed		1			(Note: we recommend BSW majors take HIM 102 which is 2 credits any semester.)		
Total		14- 15			Total		14	

+ OFFERED IN FALL ONLY ++ OFFERED IN SPRING ONLY

Total Credits 120 – 122

NOTE: BSW Major Social Work (SW) required courses including concentration courses require a minimum final grade “C” for successful completion.

Social Work Concentration, Electives and Minor courses should be chosen in consultation with your faculty advisor.

NOTE: Students apply to the Upper-Level of the Social Work Program when they have junior status and after successful completion of or current enrollment in the following courses: SKW101, SKC101, SKQ101, BIO 230, PY101, SO152, SW 250, SW104, SW201, SW214, SW 216, SW 270, SW 300, SW302, SW399 and 50 documented volunteer hours in a social work-related area and junior status with 30 or less credits to degree completion. SW 304, SW 305 and SW 421 may be taken after applying to Upper-Level and *may be successfully completed while* in Field Placement. Field Placement begins when students have 30 or less credits to degree completion. Exceptions must have SW PD and FD and Chair approval.

Breadth Courses (Need at least two courses in each area)
Wisdom (W)
Expression (E)
Natural World (N)
Social Justice (S)

AY 2020-2021 and after: Carlow Compass Curriculum as it applies to Social Work Majors --Courses needed:

Critical Exploration (3cr) (CE) and Contemplation & Action (3cr) (C&A)

Connecting to Carlow (1cr) (CTC)

Skills Courses (3cr each)

-Writing (SKW) and Writing II (SKW)

-Speaking (SKC)

-Quantitative Reasoning (SKQ)

Breadth Experience Clusters (See graphic below)

- Four cluster areas: Natural world (N), Expression (E), Social Justice (S), Wisdom (W)

- Students are to have at least two courses in each cluster

- Natural World courses will be covered through courses required by the Social Work major

o These are fulfilled by PY 101 and BIO 230

- One Social Justice course (SO 152) will be covered through a course required by the Social Work major

- Students will need courses to cover Expression and Wisdom Clusters

o CE 148 and C&A 149, if taken in Expression or Wisdom disciplines can help fulfill these requirements

Ethics & Social Responsibility Experience (3cr) (ESR)

-This course will be fulfilled by required SW 303 (ESR)

Depth Experience (3cr) (DE)

Anchor Course (3cr) (ANC)

-This is fulfilled by SW 421

Major Capstone (3cr) (MC)

-This is fulfilled by SW 407

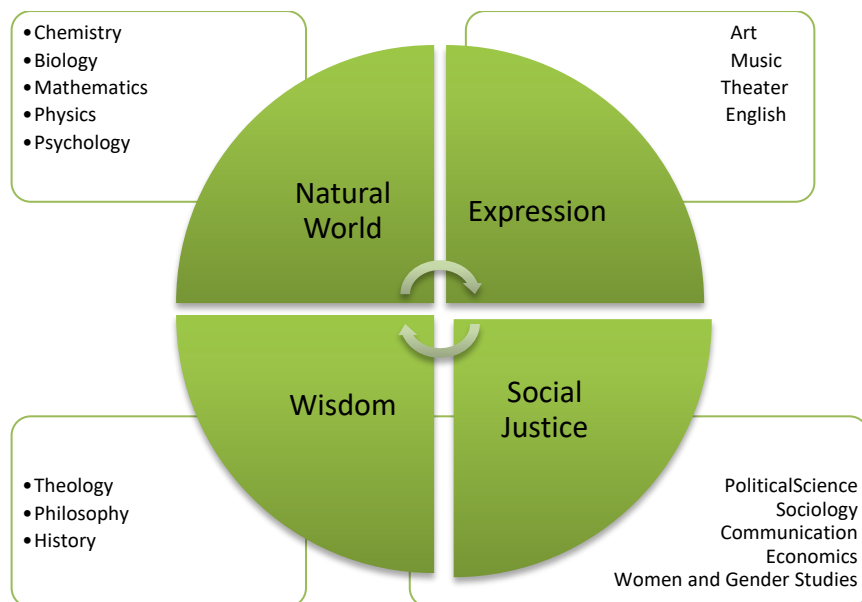
Transfer students complete the Compass. Transfer students with less than 24 credits take CTC 101, CE 148 and C&A 149.

Social Work Electives are offered on a rotation. *The Crisis and Trauma Concentration include SW 420, 430, 440 & 404 or 488. The Restorative Justice includes CRM 101, 285, 300, 303, 315 & 375. The Healthcare Social Work includes SW 298, SW 309, SW 404, HIM 102. The Forensic Social Work Concentration includes CRM 100, CRM 101, CRM 300, CRM 250, CRM 412, CRM 413.*

Fall Courses	Spring Courses
SW 298 Social Work Pathways in Healthcare (Accelerated Format)	SW 309 Social Work Practice in Healthcare (Accelerated format)
SW 352 Forensic Psychology	SW 404 Grief and Loss Across the Lifespan (Accelerated format)
SW 420 The Impact of Trauma (Accelerated format)	SW 430 Crisis Intervention (Accelerated format)
SW 440 Child Abuse Prevention and Treatment	SW 438 Substance Abuse Counseling (Accelerated format)
CRM 285 Violence and Victims of Crime	SW 488 Intimate Partner Violence (Accelerated format)

CRM 315 Juvenile Delinquency	CRM 101 Introduction to Criminal Justice
CRM 375 Race, Class and Justice	CRM 300 Crime and Mental Health
HIM 102 Medical Terminology	HIM 102 Medical Terminology
Forensic Social Work Concentration – CRIM 18 credits – refer to CRM in UG Catalog	

Breadth Experience



Appendix B: Concentrations and Minors

CONCENTRATIONS

Healthcare Social Work Concentration (for BSW Majors only)

The Healthcare Social Work concentration provides the student with a conceptual, ethical, and practice framework for social work practice in health care. Emphasis is on an overview of the United States health care system, the unique knowledge and skill base of social work in health care, the biopsychosocial/spiritual impact of illness on patients and their family members and/or support system, and the special psychosocial needs of populations most often served in health-related social work. The introduction to biomedical ethics is provided as well as the fundamental medical terminology necessary for social work practice in health care. **11 required credits (4 courses) plus 9 pre-requisite credits (3 courses)**

Course Number	Course Name	Required or Elective	N of Credits	Prerequisite
SW 298	Social Work Pathways in Healthcare	Required	3	
SW 309	Social Work Practice in Healthcare	Required	3	SW 104
SW 404	Grief and Loss Across the Lifespan	Required	3	PY101 (3 cr)
HIM 102	Medical Terminology	Required	2	

**Students who wish to take a course(s) and are not a Healthcare Social Work Concentration, may request to enroll in the course with permission from the department chair/program director's approval.*

*** Minimum of six credits in Healthcare Social Work must be taken at Carlow University.*

Forensic Social Work Concentration (for BSW Majors only)

Nationwide, there is an interest in training social workers who can work within criminal justice systems in a wide array of forensic practices. Likewise, BSW programs offer credentialing at the undergraduate level that makes graduates more marketable, especially if they are interested in working on the non-law-enforcement side of criminal justice practice. This concentration provides social work students with a greater understanding of issues related to the justice system and the rehabilitation and prevention needs of the next decade. BSW graduates with this concentration will be able to promote themselves as early career professionals in the growing field of forensic social work. **18 credits (6 CRM courses).**

Course Number	Course Name	Required or Elective	Number of Credits	Pre-Requisite
Required Coursework (3 credits)				
CRM 100	Introduction to Criminology	Required	3	
CRM 101	Introduction to Criminal Justice	Required	3	
CRM 300	Crime and Mental Health	Required	3	
CRM 250	Criminal Law	Required	3	
CRM 412	Forensic Informed Treatment and Practice	Required	3	
CRM 413	Testimony and Attorney Collaboration	<i>Required</i>	3	

New courses in development with Criminology Department: CRM 250-Fall 2025, 412-Spring 2026, 413-Fall 2026

**Students who wish to take a course(s) and are not a Forensic Social Work Concentration, may request to enroll in the course with permission from the CRM department chair/program director approval.*

*** Forensic Social Work Concentration Courses must be taken at Carlow University.*

Restorative Justice Concentration (for BSW Majors only)

Studies in the area of Restorative Justice provide a foundational focus in addressing community-based issues pertaining to inequities in the justice system as well as alternate methods for addressing crime-related issues beyond the typical incarceration models most often employed by the United States. Students are encouraged to consider how race and class affect interactions with the police and court systems and the concentration provides a solid foundation of theory, policy and research to help students become active change agents as they enter the workforce. A minimum of 6 credits of these selected Restorative Justice courses must be taken at Carlow University Restorative Justice Concentration. These courses must be completed prior to the remainder of the concentration coursework. **12 credits (4 classes) plus pre-requisites of 6 credits, 2 classes.**

Students are required to satisfy the requirements for the major (Social Work or Criminology). In addition, students are required to complete the following courses.

Course Number	Course Name	Required or Elective	Number of Credits	Pre-Requisite
Required coursework (Total of 6 credits)				
SW 216	Communities, Organizations in Praxis	Required	3	SW 104 Introduction to Social Work
CRM 375	Race, Class and Justice	Required	3	CRM 101 Introduction to Criminal Justice
Elective coursework (Total of 6 credits) Choose from the following courses:				
CRM 285	Violence and Victims of Crime	Required	3	
CRM 300	Crime and Mental Health	Required	3	
CRM 303	Prisons and Society	Required	3	
CRM 315	Juvenile Delinquency	Required	3	

Crisis and Trauma Concentration (for Social Work and Psychology Majors)

Studies in the area of Crisis and Trauma provide a foundational focus ranging from immediate crisis assessment, intervention, and management through more specific issues such as child abuse prevention and treatment and partner violence, as well as investigating the impact of trauma for individuals and families. The concentration in Crisis and Trauma provides students with a solid foundation in theory and research pertaining to crisis, abuse and trauma. * Students are required to satisfy the requirements for the major and take the courses listed below. A minimum of six credits in Crisis and Trauma must be taken at Carlow University. **15 credits (5 courses) plus pre-requisite of 3 credits (1 course).**

Course Number	Course Name	Required or Elective	Number of Credits	Pre-Requisite
Required coursework Choose one of the following (3 credits)				
PY 285	Introduction to Counseling	Required	3	PY 101 Introduction to Psychology
SW 300	Theories and Methods of Direct Practice	Required	3	SW 104 Introduction to Social Work
Required Coursework (9 Credits) and Choose one Elective (3 credits)				
PY/SW 420	Impact of Trauma	Required	3	SW 104 or PY 285
PY/SW 430	Crisis Intervention	Required	3	SW 300 or PY 285
PY/SW 440	Child Abuse Prevention and Treatment	Required	3	PY 122 and PY 285 or SW 300
PY/SW 488 OR	Intimate Partner Violence OR	<i>Elective</i> OR	3	SW 300 or PY 285
PY/SW 404	Grief and Loss Across the Lifespan	<i>Elective</i>	3	SW 300 or PY 285

**Students who wish to take a course(s) and are not a Crisis and Trauma Concentration, may request to enroll in the course with permission from the department chair/program director's approval.*

*** Minimum of six credits in Crisis and Trauma must be taken at Carlow University.*

MINORS (for non-BSW majors ONLY)**HEALTHCARE SOCIAL WORK MINOR**

The Healthcare Social Work minor provides the student with a conceptual, ethical, and practice framework for social work practice in health care. Emphasis is on an overview of the United States health care system, the unique knowledge and skill base of social work in health care, the biopsychosocial/spiritual impact of illness on patients and their family members and/or support system, and the special psychosocial needs of populations most often served in health-related social work. The introduction to biomedical ethics is provided as well as the fundamental medical terminology necessary for social work practice in health care. **20 credits (5 required courses plus 3 pre-requisite courses)**

All 20 credits must be completed with a grade of C or higher to earn the minor degree.

Course Number	Course Name	Required or Elective	N of Credits	Prerequisite
SW 298	Social Work Pathways in Healthcare	Required	3	
SW 302	Social Work with Individuals	Required	3	SW 104 (3 cr)
SW 309	Social Work Practice in Healthcare	Required	3	
SW 404	Grief and Loss Across the Lifespan	Required	3	PY101 (3 cr)
HIM 102	Medical Terminology	Required	2	

** Students who wish to take a course(s) and are not a declared Healthcare in Social Work Minor may request to enroll in the course with permission from the department chair/program director approval.*

+ Transfer students may substitute a transfer course for one of the above, but only with the approval of the department chairs for this minor. A minimum of nine credits in the Healthcare in Social Work coursework must be taken at Carlow University.

BEHAVIORAL HEALTH MINOR

Carlow University students from all majors can add a minor in Behavioral Health through the Social Work department. This minor will prepare students to work in both behavioral health organizations and in settings where behavioral health impacts clients and communities such as in healthcare, education, criminal justice and advocacy. Students in this minor will learn about the profession of Social Work including how to develop cultural competence in working with diverse populations. They will explore the individual and community context of behavioral health as well as learn about case management. Two specific elective courses focused on topics such as practice with groups and families, networking in the community, crisis intervention, substance abuse or the forensic context will further prepare students to work in this arena. **18 credits (6 classes).**

All 18 credits must be completed with a grade of C or higher to earn the minor degree.

Course Number	Course Name	Required or Elective	Number of Credits	Pre-Requisite
Required coursework (Total of 12 credits)				
SW 104	Introduction to Social Work	Required	3	None
SW 214	Human Behavior and the Social Environment	Required	3	SW 104 or PY 101 Introduction to Psychology
SW/PY 270	Cultural Awareness for Human Services Professionals	Required	3	SW104
SW 302	Social Work with Individuals	Required	3	SW 104
Elective Coursework (Total of 6 credits) Choose two of the following courses:				
SW 300	Theories and Methods of Practice	Elective	3	SW 104
SW/PY 218	Forensic Treatment and Correction	Elective	3	PY 101
SW 304	Social Work with Families	Elective	3	SW 104, SW 300, SW302
SW 305	Social Work with Groups	Elective	3	SW 104, SW 300, SW302,
SW/PY 352	Forensic Psychology	Elective	3	PY 101
SW/PY 430	Crisis Intervention	Elective	3	SW 300 or PY 285
SW/PY 438	Introduction to Substance Abuse Counseling	Elective	3	PY 101

**Students who wish to take a course(s) who are not a Behavioral Health minor may request to enroll in the course with permission from the department chair/program director's approval.*

CRISIS AND TRAUMA MINOR

The minor in Crisis and Trauma is offered through the College of Arts and Sciences as a collaboration between the Psychology Department and Counseling and the Social Work Department for students who are not majoring in Psychology or Social Work. The Psychology and Social Work Departments recognize that many individuals who do not major in these areas choose careers for which a grounding in and an understanding of trauma and crisis will help them to become better informed and ultimately more competent professionals in their fields of choice. * **18 credits (6 classes)**

All 20 credits must be completed with a grade of C or higher to earn the minor degree.

Course Number	Course Name	Required or Elective	Number of Credits	Pre-Requisite
Required coursework Choose one of the following (3 credits)				
PY 285	Introduction to Counseling	Required	3	PY 101 Introduction to Psychology
SW 300	Theories and Methods of Direct Practice	Required	3	SW 104 Introduction to Social Work
Required Coursework (12 credits)				
PY/SW 420	Impact of Trauma	Required	3	SW 104 or PY 285
PY/SW 430	Crisis Intervention	Required	3	SW 300 or PY 285
PY/SW 440	Child Abuse Prevention and Treatment	Required	3	PY 122 and PY 285 or SW 300
PY/SW 488 OR PY/SW 404	Intimate Partner Violence OR Grief and Loss Across the Lifespan	Required OR Required	3 3	SW 300 or PY 285 SW 300 or PY 285
Elective Coursework Choose one of the following courses (3 credits)				
PY 265	Psychology of Women	Elective	3	PY 101
PY 205	Child Psychology	Elective	3	PY 101 or PY 122
PY 380	Family Counseling	Elective	3	PY 285
PY 438	Substance Abuse Counseling	Elective	3	PY 101
PY/SW404 OR PY/SW 488	Grief and Loss Across the Lifespan OR Intimate Partner Violence	Elective OR Elective	3 3	PY 101 or PY 122
PY 441	Parenting	Elective	3	PY 101 and PY 122

* Students who wish to take a course(s) and are not a declared Crisis and Trauma Minor may request to enroll in the course with permission from the department chair/program director's approval.

+ Transfer students may substitute a transfer course for one of the above, but only with the approval of the department chairs for this minor. A minimum of nine credits in the Crisis and Trauma coursework must be taken at Carlow University.

Appendix C: Upper Level Eligibility Verification Form

UPPER-LEVEL ELIGIBILITY VERIFICATION FORM

To the BSW Admissions Committee,

This document confirms I have met the requirements to apply to the upper level for the program and enter field placement next academic year. The information on this form comes from my records in Self-Service.

Student name:
Credits currently earned:
Credits scheduled for Fall semester:
Remaining credits needed to reach the 120-credit requirement for graduation and/or complete all required courses to earn the BSW degree:
GPA: (Must be above the 2.5 requirement)
Number of credits typically taken per semester:

I have successfully completed the following required pre-requisite courses with the minimum passing grade or higher:

Mark X if complete	Course	If not complete, write notes here
	SKW 101 Foundations of Writing	
	SKC 101 Communication Personal to Professional	
	SKQ 101 Quantitative Reasoning	
	SO 152 Introduction to Sociology	
	PY 101 Introduction to Psychology	
	BIO 230 Biological Basis of Behavior or BIO 157	
	SW 250 Statistics for Social Workers	
	SW 104 Introduction to Social Work	
	SW 201 Introduction to Social Welfare	

I am currently enrolled in the following required pre-requisite courses (or successfully completed the course):

Mark X if complete or enrolled	Course	If not complete or currently enrolled in, write notes here
	SW 214 Human Behavior and Social Environment	
	SW 302 Case Management with Individuals	
	SW 399 Professional Ethical Leadership	

I have completed the following required pre-requisite courses OR I will enroll for the upcoming Spring

semester (prior to field placement):

Mark X if complete	Course	Mark X to indicate I will complete in upcoming Spring
	SW 300 Theories and Methods of Practice (offered Spring)	
	SW 216 Communities, Organizations (offered Spring)	
	SW 270 Cultural Awareness (offered Spring)	

I have successfully completed the following required social work courses OR I will enroll in them prior to or during the semesters I am in field placement:

Mark X if complete	Course	Which semester I will complete (ex: Fall 2023)
	SW 303 Social Policy (offered Fall)	
	SW 304 Social Work with Families (offered Fall)	
	SW 305 Social Work with Groups (offered Spring)	
	SW 421 Research Methods I (offered Fall)	

I have a concentration and/or minor:

	Yes
	No

If yes, my concentration and/or minor is:

I have the following number of credits remaining to complete my concentration and/or minor:

Volunteer Requirement

Mark X if complete	Letter of verification from agency will be required as part of the application packet	Notes
	50 required hours	

I understand I must successfully complete pre-requisite courses and credits prior to beginning field placement.

I understand I cannot enter field placement until I have 30 credits or less to degree completion in my senior year, as per the requirements of the program.

I am verifying the information in this document to be true in accordance with my records in Self-Service.

Student signature (typed is fine):
Date:

I have reviewed the information in this document.

SW 399 PEL Instructor signature:
Date:

Appendix D: Example Application for Upper-Level and Field Placement Admission

**Carlow University BSW Program
2026 - 2027
Upper-Level Admission and Field Placement Application**

This application is for admission into the Upper-Level of the Social Work program as well as the Field Education practicum. You must be accepted into the Upper-Level before your application is reviewed for field. Field instruction is an integral part of the curriculum in social work education. The objective of the practicum is to produce professionally reflective, self-evaluating, knowledgeable social workers. Please refer to your Field Manual for goals, objectives, and prerequisites.

For the full application, students must submit the following:

- 1) Eligibility Verification form
Please submit your Upper-Level Eligibility Verification form, for which you must have reviewed the requirements for applying to the upper-level and documented that you are eligible based on your progress report in Self-Service.
- 2) Volunteer hours verification
Please submit written verification of 50 volunteer hours via an email or letter (on letterhead) from a supervisor at the organization(s) where you volunteered.
- 3) Application form
Please submit a complete application form (see below)
- 4) Essay
Please submit an essay answering the prompts provided to you by the Instructor of the *SW 399 Professional Ethical Leadership in Social Work* course.
- 5) Resume
Please submit a professional resume.
- 6) Cover Letter
Please submit a cover letter for a field placement agency with which you would be interested in interning.
- 7) Reference letter
Please submit one letter of reference from a professional, volunteer or academic contact who can recommend you for the profession of Social Work and the field placement experience. Please confirm that this person is willing to be contacted by potential field placement agencies as a reference. Contact information for the reference must be included. Letters are not accepted from Social Work faculty members.

Review the following information about eligibility:

Required Volunteer Hours
Before applying to Upper-Level & Field Placement, students must complete 50 hours of volunteer service before enrolling in Upper-Level & Field Placement. Students must submit letter(s) verifying a total of 50 hours of volunteer service as part of the Upper-level Application packet. In addition, the essay required for the application requires students to reflect on their volunteer experience. If a student has not completed their volunteer hours, they will need to submit a detailed, specific plan for how they will obtain their hours prior to beginning field placement to include in their admission packet.

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Upper-Level and Field Placement Requirements to Apply
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Required GPA

Students must have an overall GPA of 2.5 to be fully admitted into the Upper-Level of the Program and Field Placement. Students with an overall GPA below 2.5 may be conditionally admitted on a one semester provisional basis to allow the student to achieve an overall 2.5 GPA or higher.

You can find this information in Self-Service through the Carlow Intranet by looking at your “Progress” tab or your “Unofficial Transcript” tab.

Required Coursework

The following courses are required pre-requisites you ***must have completed successfully*** when applying to the Upper Level:

- ☐ SKW 101 Foundations of Writing
- ☐ SKC 101 Communication Personal to Professional
- ☐ SKQ 101 Quantitative Reasoning
- ☐ SO 152 Introduction to Sociology
- ☐ PY 101 Introduction to Psychology
- ☐ SW 104 Introduction to Social Work
- ☐ SW 250 Statistics for Social Workers

The following courses are required pre-requisites ***you must have completed or be currently enrolled in*** when applying to the Upper Level. Successful completion of these courses is a pre-requisite to acceptance to the Upper Level:

- ☐ BIO 157 Contemporary Biology or BIO 230 I Biological Basis of Behavior
- ☐ SW 201 Introduction to Social Welfare (Offered Fall)
- ☐ SW 214 Human Behavior and Social Environment (Offered Fall)
- ☐ SW 302 Case Management with Individuals (Offered Fall)
- ☐ SW 399 Professional Ethical Leadership (Offered Fall)

The following courses are required pre-requisites you ***must have completed before enrolling in Field Placement***.

- ☐ SW 300 Theories and Methods of Practice (Offered Spring)
- ☐ SW 216 Communities, Organizations (Offered Spring)
- ☐ SW 270 Cultural Humility in Social Work (Offered Spring)

Required Credits for Application to Upper-Level & Field Placement
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You must be junior status the fall that you apply for Upper Level & Field Placement with 30 or less credits to degree completion dependent on full or part time enrollment. SW 300, SW 216 and SW 270 may be taken after applying to Upper-Level and ***must be successfully completed before enrolling*** in Field Placement. You must indicate the credits you have completed and have remaining on your Eligibility Verification form.

You can find this information in Self-Service through the Carlow Intranet by looking at your “Progress” tab in the green “Total Credits” bar.

Note: Field Placement begins when full-time students have 30 or less credits to degree completion. Review your credits ahead of time. If you are a part-time student and plan to remain part-time your senior year, you will need to wait to begin Field Placement until you have 18 or less credits to degree completion (as well as completion of all required pre-requisite courses).

Field Placement and Field Seminar are 8 credits Fall and 8 credits Spring senior year.

Note: Field Placement begins when **full-time students** have 30 or less credits to degree completion. Review your credits listed above. If you are a **part-time student** and plan to remain part-time your senior year, you will need to wait to begin Field Placement until you have 18 or less credits to degree completion (as well as completion of all required pre-requisite courses).

Field Placement and Field Seminar are 8 credits in Fall and 8 credits in Spring of Senior year for a total of 12 credits.

APPLICATION FORM

Please answer the following questions.

General Information		
Student Name:		
Date:		
Cell Phone:		
Carlow Email:		
Alternate Email:		
Current Address:		
City:	State:	Zip Code:
Permanent Address:		
City:	State:	Zip Code:
Date of Birth:		
Gender Pronouns:		
Race/Ethnicity:		
Any other identities you wish to share:		
Emergency Contact Person Name:		
Emergency Contact Person Phone:		
Are you a member of NASW?		
Yes		
No		
<i>Membership in NASW is not required but if you are interested, we encourage you to obtain it now at the reduced student rate.</i>		

Academic Advisor Verification

Advisor name:

You can find your academic advisor's name in Self-Service through the Carlow Intranet.

Did you confirm with your advisor that you are ready to apply to the Upper-Level and begin Field Placement next school year?

Yes

No

Current Employment and Extracurricular Activities

Please share any scheduling, extracurricular activities, caregiving responsibilities, or other background information that would be helpful for us to know to support you to be successful in field placement.

Are you employed?

Yes

No

If yes, answer the questions below:

Typical hours worked per week:

Employer:

Employer location:

What is your plan to manage work and field placement hours?

Transportation and Insurance

What is your main mode of transportation?

Will you have a car available to use for Field Placement?

Yes

No

If yes, please list:

Driver's License #:

State:

Expiration:

Do you have medical insurance?

Interests

What level of practice most interests you? (Select all that apply)

Micro Mezzo Macro
What client population(s) are you interested in serving?
What types of agencies are you interested in interning with? If you have specific ones in mind, feel free to mention those here.
What is one strength you will bring to field placement?

Read the following statement and sign below:

I understand that I must meet all departmental requirements, have completed all prerequisite coursework, have the permission of my academic advisor and the Director of Field Education to apply for the Upper-Level and Field Placement of the Carlow University BSW Program.

I understand that Field Placement sites may require Criminal Background Check and Child Abuse Clearance and FBI clearance. I will disclose potential issues regarding these with the Field Director prior to applying for specific placements.

I agree that the statements in this application are true and correct. I understand that the information is used to assess my suitability for Field Placement. I agree to permit the BSW Program to disclose any information contained in this application among the Social Work faculty, admissions committee for the Upper-Level and with my Field Supervisor and/or Field Placement Task Supervisor.

Student Signature (Typed is accepted):
Date:

Appendix E: BSW Program Procedures for Disruptive Behavior

BSW Program Procedures for Disruptive Behavior

The BSW degree is a professional degree and as such, holds every student in the major to the Essential Standards as described in this Handbook as well as to the Student Conduct code in the Carlow Student Handbook. Students in BSW courses who are not BSW majors will be held to the same procedures for disruptive behavior in this Handbook and the Student Conduct code in the Carlow Student Handbook. Nothing in this BSW Program policy prohibits an immediate call to the police or referral of the matter to another policy office, as determined to be appropriate by the instructor.

Step 1 — Informal Resolution (Instructor's Response to Disruptive Behavior)

Student behavior disruptive to the instructional setting will not be tolerated.

If a student's behavior is deemed disruptive by an instructor, the instructor can direct the student to refrain from the disruptive behavior and warn the student that such disruptive behavior can result in disciplinary action. Appropriate actions in this situation include:

- **Private Conversation:** When possible, the instructor will address the behavior privately. The request may include the student staying after class or arranging for a virtual meeting. If the instructor believes that a third party is necessary to witness the conversation in the best interests of the student and instructor, the instructor should make the arrangements with their immediate supervisor for a witness, and the student should be informed that there will be a third party.
- **Respectful Communication:** The instructor will politely explain the observed behavior, reason(s) it's inappropriate, and how it impacts the learning environment.
- **Provide Guidance:** The instructor will outline the desired behavior and its importance. The instructor will offer solutions, such as setting up time during office hours for further discussion.
- **Support Resources:** If needed, the instructor will direct the student to appropriate support resources.
- **Follow-up Email:** the instructor will send a follow-up email to the student that summarizes the discussion, guidance, and support resources and copy the Program Director or the Chair of the Social Work Department if the instructor is the Program Director. The instructor will advise the student in the email that if the behavior(s) addressed or other behaviors that are disruptive continue, it may result in dismissal from the BSW Program.

Incidents in which the student ceases disruptive behavior will be considered informally resolved, with no further action necessary.

If, in defiance of this warning, disruptive behavior continues or recurs, the instructor has the right to remove the student from the classroom for that class period by telling the student to leave the classroom. In extreme cases, if the student refuses to leave after being requested to leave, the instructor may summon the Carlow police to remove the student.

Incidents in which the instructor removes the student from the classroom, or in which the Campus police remove the student, will require formal resolution, as defined below.

Step 2 — Formal Resolution (When Student Is Removed from the Classroom)

If removal from the classroom occurs, the instructor will provide the student with an email prior to the next class to provide the student with a clear and concise explanation of the behavior/action that led to the student's removal from the class, and what is expected of the student before permission will be granted by the instructor for readmittance. The Program Director must be copied on this email exchange. In the event the Program Director is the instructor, the Chair of the Department must be copied on this email exchange. If the Chair of the Department is the instructor, the Dean of the College or Dean's Associate or Dean's designee must be copied.

In extreme cases with concern for the safety of the instructor and students in the class, the instructor can choose not to engage with the student and can refer the incident directly to the appropriate administration for resolution. When this happens, the instructor should document the incident by completing a Disruptive Classroom Incident Report or CARE report and forwarding copies to the Program Director, Department Chair, Dean's Associate or Dean's designee, Dean of the College, and the Dean of Students before the next class meeting.

The instructor can exclude the student from the classroom or other instructional site pending resolution of the matter by:

- (1) informing the student of exclusion.
- (2) informing the student of his/her rights to request an expedited review of the exclusion.
- (3) immediately refer to the matter as a violation of Carlow BSW Essential Standards to the Department Chair and College Dean and/or Dean's Associate or Dean's designee with the Program Director copied and the Department Chair. If the Program Director or the Department Chair is the instructor, the referring matter as a violation will go to the immediate supervisor and/or the College Dean and/or Dean's Associate or Dean's designee.
- (4) If the disruption is a violation of student conduct and/or an extreme safety concern of the instructor and students in the class, the instructor will immediately *also* refer the matter to the Dean of Students Office by submitting the Disruptive Classroom Incident Report and informing the appropriate Dean of the College, with the Dean's Associate or designee, with the Department Chair and Program Director copied.

If such an exclusion occurs, and if the instructor and/or student requests a review, the Dean of the Students Office will follow their procedures for Violations of Student Conduct in the Carlow University Student Handbook. The Dean of the Students Office, in such cases, will be investigating the incident to determine whether the student violated the student conduct policy as a separate matter from the disruptive behavior in the classroom violation of the

BSW Program Essential Standards. If the matter is referred to the College Dean and/or designee as a violation of the BSW Program Essential Standards, and to the Dean of Students Office as a violation of the student conduct policy in the Carlow Student Handbook, there will be no readmission to the classroom until both reviews are complete and there is a mutually agreed upon resolution, all safety concerns are addressed, and a plan for ongoing monitoring of the situation is executed. Final decisions from the College Dean and/or designee and the Dean of Students will be communicated to the instructor and the student with the Department Chair and Program Director copied.

Step 3 — Appeals Process

1. In situations in which the student does not agree with the decisions rendered in the *formal resolution* by the BSW Program Director and/or Chair of the Department of Social Work, the student has the right to grieve the outcome by following the appeals procedures in the BSW Student Handbook. If the determination results in student dismissal from the BSW Program by the BSW Program Director, the student has the right to appeal the dismissal decision in writing within 5 business days of written notification by putting the appeal in writing to the Chairperson of the Department of Social Work or the Chair and Dean of the College's designee if the instructor is the Department Chair. The student and the BSW Program Director will provide written documentation to the Department Chair for review of student dismissal from the BSW Program. The Chair of the Department of Social Work will determine the result of the appeal and notify the student and BSW Program Director in writing within 10 business days after reviewing the appeal. The student has the right to appeal the decision by the Chair of the Department of Social Work by indicating the appeal in writing to the College Dean, Dean's Associate (or Dean's designee) within 5 business days of the notification of the Chair's appeal decision. Students who wish to appeal the Dean's (or Dean's designee) decision may appeal in writing to the Provost within 5 business days.
2. The Provost will respond to the appeal and render a decision within 10 business days of receipt of the appeal. The Provost's decision cannot be appealed.

If the student is not in agreement with the decision by the Dean of Students Office with respect to the student code of conduct, the student will follow the appeal procedure in the Carlow Student Handbook.

Please note that dismissal from the BSW Program is a separate decision from dismissal from Carlow University. Students may be dismissed from the BSW Program for violation of Essential Standards and remain a student at Carlow University by transferring to a different major. Dismissal from the University is a decision beyond the purview of the BSW Program.

Step 4 — Final Resolutions (resolution options in Steps 1 – 3)

Final resolution of incidents of disruptive behavior in the classroom by the instructor may:

- Issue a warning in writing to a disruptive student and copying the Program Director.

- If the Program Director or Department is the instructor, the warning to the student in writing will be copied to their immediate supervisor.
- Remove a disruptive student from the classroom by telling the student to leave the class.
- Call the police to remove a disruptive student from the classroom, in what the instructor considers to be extreme cases.
- Exclude the disruptive student from the instructor's classroom or instructional site pending review and decision by the Department Chair, and/or the Dean of the College or Dean's designee, and/or Dean of Students Office.
- Sanction the disruptive student academically if course participation is a component of the final grade and indicated as such in the course syllabus.
- Request student dismissal from the BSW Program for violation of the Essential Standards for the Carlow BSW Program.

Appendix F: Remediation Plans

Social Work Student Remediation Plan Sample Template

I. Student & Program Information

- **Student Name:**
- **Advisor:**
- **Current GPA:**
- **Plan Implementation Date:**

II. Areas of Concern

Identify the specific courses or professional competencies where the student is failing to meet benchmarks.

- **Academic Performance:** (e.g., Course SWK-XXX, current grade below "C")
- **Professional Behavior:** (e.g., Attendance, documentation timeliness, ethical compliance)

Advisor comments:

Example:

Email from BSW Program Director identified student is on academic warning came from Dr. Kathryn Bonach on 1/5/2026. Student needs to bring GPA to a 2.5 by the end of the spring 2026 term.

III. Root Cause Analysis

Briefly describe the barriers contributing to the low GPA (e.g., time management, writing skills, personal circumstances).

Student comments:

IV. SMART Goals for Remediation

Example: "Student will achieve a minimum GPA of 3.0 for the Spring 2025 semester by completing all assignments on time and attending weekly tutoring."

Goal	Action Steps (Student Responsibilities)	First date to complete
Class Scheduling	Adjust class schedule as needed	By end of add/drop period Friday 1/23/26 (final drop date is Sunday 1/25/26) Accelerated CAP III drop date is 1/22/2026 Accelerated CAP IV drop date is 3/26
Professional Growth	Meet with Academic Coach from CAA	Second week of classes
Academic Recovery	Attend 1:1 tutoring with CAA weekly for which courses:	Second week of classes
Writing Proficiency	Submit all papers to the CAA 72 hours before deadlines.	Before first writing assignment deadline
Communication on Progress	Email advisor with update on how classes are going	End of second week of classes and then at least monthly

V. Faculty & Institutional Support

Curriculum Adjustment: (e.g., Reduction of course load to 9 credits).

Reach out to advisor to make changes to schedule as needed

- Please note drop deadlines in chart above
- Student receives refund for courses that are dropped by deadline
- Withdrawal deadline for regular Spring 2026 is 4/13/2026 (student will pay for course but if failing, grade will not be factored into GPA). Accelerated CAP III withdrawal date is 2/29/2026 and CAP IV withdrawal date is 4/13/2026.

Advisor Support: Keep in regular touch

- Email advisor with regular updates as per dates in chart above
- Schedule meetings as needed to adjust class schedule or for other academic advising support
- Attend all follow-up meetings
- Meet with advisor as soon as eligible for registration during registration period for following semester

Resource Referral: Referral to University Counseling and Accessibility Services.

Access the following resources as needed:

- Tutoring through the [Center for Academic Achievement](#) (CAA)
- Potentially finding out about accommodation eligibility through the [Disability Services Office](#) (DSO). Students desiring to make an appointment, request accommodations or schedule test taking should contact the Disability Services Office at [DSOAccommodateStudents](#).
- Seeking out emotional support through the [Counseling Center](#) and other [Health and Wellness Services](#)
- Food and clothing support is available through the [Carlow Closet](#)
- Support is also available through the [Campus Ministry](#)
- If a [Pittsburgh Promise](#) student, seeking support from their academic coaches
- If eligible, apply for the Carlow Scholars program (students who've experienced the foster care system or homelessness in their past) - contact Susan Dawkins at sadawkins@carlow.edu
- If a fully online student, contact your online student success coordinator as needed
- To find out add/drop/withdrawal deadlines and process paperwork to do any of that, contact the [Registrar's Office](#)
- For questions about tuition, bills or what amount of credits impact your financial aid, contact the [Financial Aid Office](#)

VI. Consequences of Unsuccessful Remediation

Failure to meet the goals outlined in this plan by the deadlines list above may result in further actions according to the BSW Student Handbook, including:

- Academic Probation
- Delay of Field Placement entry
- Program dismissal

VII. Signatures

- **Student Signature:**
Date:
- **Advisor Signature:**
Date:

Note: A copy of this remediation plan will be sent by your advisor in an email to you for your

signature. You will need to sign and return the plan to the academic advisor within 5 business days. The Carlow University BSW Program academic advisor will sign the plan within 5 days, and a copy of the complete signed plan will be retained by the academic advisor, the student, and sent to the Program Director as well.

Social Work Field Student Remediation Plan Sample Template

Date: _____

Student Name: _____ ID#: _____

Field Liaison: _____ Field Instructor: _____

Agency Placement: _____

1. AREAS OF CONCERN

Identify the specific academic or professional behaviors that do not meet the CSWE 2022 Educational Policy and Accreditation Standards.

- **Competency Affected:** (e.g., Competency 1: Ethical & Professional Behavior)
- **Detailed Description of Issue:** (e.g., Lack of professional boundaries, failure to submit case notes within 24 hours, or attendance issues).

2. GOALS & MEASURABLE OBJECTIVES

What specific, observable changes must occur?

Objective	Action Steps for Student	Support/Resources Provided
<i>Example: Student will demonstrate professional reliability.</i>	<i>Example: Submit weekly time logs every Friday by 5 PM.</i>	<i>Example: Weekly 1:1 supervision with Field Instructor.</i>

3. TIMELINE FOR COMPLETION

- **Plan Start Date:** _____
- **Mid-Point Review Date:** _____
- **Final Evaluation Date:** _____

4. CONSEQUENCES OF NON-COMPLIANCE

Failure to successfully complete the objectives outlined in this plan by the final evaluation date may result in:

- A failing grade for the practicum/course.
- Termination of the field placement.
- Referral to the Department Academic Review Committee for possible program dismissal.

5. STUDENT COMMENTS (Optional)

(Student may provide additional context or feedback regarding the plan here)

6. SIGNATURES & AGREEMENT

By signing below, all parties agree to the terms of this remediation plan as outlined above.

Student Signature: _____ Date: _____

Field Instructor Signature: _____ Date: _____

Faculty Liaison Signature: _____ Date: _____

Appendix G: BSW Program Social Work Faculty

BSW Program Faculty

BSW Full-time Faculty

Kathryn Bonach, PhD, LSW, LPC
Chair, Department of Social Work
BSW Program Director
Professor; BSW Program
Antonian Hall, 512B
412-578-8853
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Elizabeth Zimmerman-Clayton, DSW, LCSW
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Jennifer Trujillo Hollenberger, PhD, LCSW
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BSW Part-time Faculty

Diane DeSarno, LSW, ACHP-SW
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Jennifer Hedden, PhD
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Sociology Part-time Faculty

Jennifer Kush, PhD
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Adele Flaherty, PhD
arflaherty@carlow.edu