LIBERTY
U N I V E R S I T Y
DEPARTMENT *of* SOCIAL WORK

Bachelor of Science in Social Work Student Handbook

2023-2024

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ACKNOWLEDGMENTS

I. INTRODUCTION

This document provides an overview of Liberty University's Department of Social Work policies, procedures, and requirements for the Bachelor of Science Degree in Social Work (BSSW). The purpose of the manual is to orient and offer guidance to BSSW students, faculty, field instructors, and other agency personnel involved in social work education. In addition to describing the roles and responsibilities of each party involved, this document provides an overview of the BSSW program's mission statement, goals and learning outcomes, the Social Work competencies and behaviors adopted by the BSSW program, Code of Ethics for the National American Association of Christians in Social Work (NACSW), the National Association of Social Workers (NASW), and the Council on Social Work Education's (CSWE) Education Policy and Accreditation Standards (EPAS). This information offers guiding principles for social work education that support the goal of successfully preparing students for a professional career in social work.

Any inquiries and/or comments regarding any of the information included in this document should be directed to the BSSW program through:

bssw@liberty.edu

or

434-582-7570

Written inquiries and/or comments may also be sent by postal mail to:

Liberty University Department of Social Work
1971 University Blvd., MSC 710575

Lynchburg, VA 24515

II. MISSION STATEMENT, GOALS, AND LEARNING OUTCOMES

A. Mission Statement

The mission of Liberty University's Bachelor of Science in Social Work program is to prepare healthy, generalist social workers to be servant leaders who follow the example of Christ and will influence the world by enhancing the lives of all individuals, families, and communities through competent, research-informed knowledge, values, skills, and cognitive and affective processes consistent with the purpose of the profession.

B. Program Goals

The goals of Liberty University's BSSW program are to develop Christ-centered competent social workers, who:

1. Advocate for oppressed people groups;

2. Embrace the values of the profession;

3. Recognize the impact of the environment on human behavior;

4. Are empathetic and strength-based;

5. Practice with research-informed wisdom;

6. Demonstrate cultural and relational humility; and

7. Are healthy emotionally, physically, and spiritually.

C. Program Learning Outcomes

Upon completion of the BSSW, the student will be able to demonstrate competency as a beginning social work professional in the following areas:

1. Demonstrate Ethical and Professional Behavior;

2. Engage Diversity and Difference in Practice;

3. Advance Human Rights and Social, Economic & Environmental Justice;

4. Engage in Practice-Informed Research & Research-Informed Practice;

5. Engage in Policy Practice;

6. Engage with Individuals, Families, Groups, Organizations, and Communities;

7. Assess Individuals, Families, Groups, Organizations, and Communities;

8. Intervene with Individuals, Families, Groups, Organizations, and Communities; and

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

III. SOCIAL WORK COMPETENCIES AND BEHAVIORS

The table on the following pages depicts Liberty University's BSSW competencies and the behaviors that relate to each. The social work curriculum, including field education, is designed to prepare students to master each competency through the demonstration of each of the behaviors.

SOCIAL WORK COMPETENCIES	SOCIAL WORK BEHAVIORS
DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior.
ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, & ENVIRONMENTAL JUSTICE	• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels • Engage in practices that advance social, economic, and environmental justice.
ENGAGE IN PRACTICE- INFORMED RESEARCH AND RESEARCH- INFORMED PRACTICE	• Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy, and service delivery.

ENGAGE IN POLICY PRACTICE	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery and access to social services. • Assess how social welfare and economic policies impact the delivery of and access to social services; • Apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic, and environmental justice.
ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Collect and organize data and apply critical thinking to interpret information from clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals
EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES,	• Select and use appropriate methods for evaluation of outcomes;

GROUPS, ORGANIZATIONS, AND COMMUNITIES	- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; - Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels - Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

IV. BACHELOR OF SCIENCE IN SOCIAL WORK (BSSW) OVERVIEW

A. Accreditation Process

The Liberty University Bachelor of Science in Social Work (BSSW) program entered candidacy for accreditation with CSWE in 2015. The program was granted initial accreditation in February of 2019. All degrees conferred during the duration of the program's candidacy are officially acknowledged by CSWE as fully accredited degrees. This applies to all conferred degrees from the BSSW program at Liberty University in 2017 and 2018.

Students who graduate from a CSWE-accredited program are eligible for licensure in many states. They are also eligible to apply for Advanced Standing Master of Social Work (MSW) programs within a specified time-period. For more information on licensure requirements, see Section J: Licensure Requirements. Advanced Standing allows students to complete an MSW program in one calendar year as a full-time student, as opposed to the traditional two-year timeline for full-time students. The specific admission standards, requirements, and course schedule for Advanced Standing MSW programs are determined by CSWE and the institution offering the program.

B. Department Faculty

Professor Cheryl Nitz is a full-time faculty member and the Chair of the Department of Social Work. Professor Nitz began teaching in social work higher education in 2010. Professor Nitz attended Rutgers University, a CSWE accredited program, and graduated in 1989 with her MSW. Professor Nitz is a licensed clinical social worker, having worked in the field of child welfare for over 30 years in both direct practice and administration. She has extensive training in the field of attachment and trauma, particularly in the area of facilitating healing in foster, adopted and post-institutionalized children. She began specializing in attachment-based, trauma-informed therapy in 1997 and was the co-founder and director of a specialized clinical practice serving families for over 20 years.

Professor Karen Reid is a full-time faculty member and the BSSW Director of Field Education. Professor Reid began within the Social Work Department as an adjunct in 2020 and transitioned full-time in January 2021. Professor Reid graduated from Union University's BSW program in 2010 and the University of Southern Mississippi's MSW program in 2011, both CSWE accredited programs. She is a Licensed Certified Social Worker through the State of Mississippi. Professor Reid's emphasis in direct practice was

within the medical setting, perinatal to end-of-life work. Professor Reid's teaching focuses on practice courses and field education.

Dr. Christi Perry earned her Doctor of Philosophy (PhD) in Social Work from the University of Georgia and her Master of Social Work (MSW) from Georgia State University. Dr. Perry is currently the BSSW Program Director and has served as a professor at Liberty University since 2019. Professionally, Dr. Perry serves as a Licensed Clinical Social Worker (LCSW) and a Registered Play Therapist (RPT) within her own private practice in Atlanta, GA. Prior to coming to Liberty University, Dr. Perry practiced social work within several diverse settings including the school system as a School Social Worker, a Community Service Board as a Behavioral Health Clinician, and within specialty drug courts working with families and veterans as a Clinician and Early Intervention Coordinator.

Professor Cynthia Thompson is a full-time faculty member at Liberty University. Professor Thompson completed her BSW at University of Connecticut in 1992 and her M.A. in Theology from Liberty University in 2015. Her areas of practice have included community partnerships, clinical services, behavioral health, program management, addictions, and quality assurance. She joined the Department of Social Work in spring 2018 as an online adjunct professor and was promoted to full-time faculty in summer 2021.

Professor Elke Cox is a full-time faculty member at Liberty University. Professor Cox joined the Department of Social Work as a full-time faculty member in January 2017. Professor Cox attended UNC-Chapel Hill, a CSWE accredited program, and graduated in 1993 with her MSW. She is a Licensed Clinical Social Worker. She has designed several online social work courses, is the advisor for the Phi Alpha Social Work Honor Society and has presented at multiple national social work conferences. Professor Cox has over ten years of teaching in higher education and over six years teaching social work in higher education. She has been a social worker for over 20 years, working with children and families, in places such as a children's home, a public high school, a private practice, and foster care.

Professor Alexander Lagos is a full-time faculty member at Liberty University as of August of 2018. He is a Licensed Graduate Social Worker (LGSW) in the state of Maryland. Professor Lagos graduated from Salisbury University's CSWE accredited program with his BSW in 2012 and MSW 2015. He worked for four years in child welfare as a foster care worker. He also worked as a liaison/interpreter for the Hispanic community in the counties in Maryland where he used to work and reside. He is also a member of the NASW, CSWE, NACSW, and AACC.

Dr. Charles Lorbeer is a full-time faculty member at Liberty University as of January 2018. Dr. Lorbeer earned his Ph.D. in Administration: Child Welfare from Walden University in 1992, his MSW from Florida State University, and BA from Florida State University. Dr. Lorbeer's experience includes founding and developing the Social Work Department at Capella University and served as its Chair of Social Work and Community Ph.D. program for six years.

Professor Justen Gross is a full-time faculty member at Liberty University. Professor Gross graduated from Cleveland State University with his MSW in 2008. He began his career at Liberty University in 2016 as an online adjunct professor, and then moved to a full-time faculty position in 2019. Prior to teaching social work, Professor Gross worked as a social worker for the Veterans Administration for six years.

Professor Bethany Poplin is a full-time faculty member at Liberty University. Professor Poplin graduated from the University of Georgia with her BSW in 2005 and her MSW in 2006. Her areas of focus within the

field include foster care and group home work. She began her career at Liberty University in 2018 as an online adjunct professor, and then moved to a full-time faculty position in 2021.

Professor Mary Beth Fogarty is a full-time faculty member at Liberty University. Professor Fogarty graduated from Cairn University with her BSW in 2006 and from Rutgers University: Camden with her MSW in 2007. Her areas of practice have included extensive experience working with children and families, mental and behavioral health counseling services, and most recently, medical social work. She joined the Department of Social Work in 2020 as an online adjunct professor and was promoted to full-time faculty in fall 2021.

Professor Aaron Wright is a full-time faculty member at Liberty University as of January of 2022. Professor Wright earned both his BS in Psychology and masters in Developmental Psychology from Liberty University. In addition to experience in co-facilitating DBT groups, his areas of interest within the behavioral sciences fields include forensic psychology and developmental psychology.

Dr. L. Paul Bernard has more than 25 years of experience in clinical counseling, school counseling, church ministry, university teaching, and supervision in a variety of social work settings. He has been a foster family worker and director, a school counselor, a licensed mental health professional, and professor. He received his master's degree in clinical counseling (MFT) and a Ph.D. in Advanced Studies in Human Behavior. He is a Licensed Professional Clinical Counselor and has served as a Clinical Training Supervisor. He also was the Founding Pastor and Senior Pastor of TEN27 Church for over 12 years and served as certified Military Police in the US Army Reserves.

Professor Christin Kiesling is a full-time faculty member at Liberty University, joining the Department of Social Work as a full-time faculty member in July 2022. Professor Kiesling attended the University of Illinois Jane Addams College of Social Work, graduating with her BSSW and MSW. She is a Licensed Clinical Social Worker and additionally has created/designed several in person and online sociology, women's issues, psychology and human services courses. Professor Kiesling has over twenty-five years of teaching in higher education and has been teaching social work in higher education since 2014. She has been a social worker for over 30 years, working with the geriatric population in a hospital setting, and was the Director of the Women's/Children's Division at a large homeless shelter located in Chicago.

Professor Heath joined the Department of Social Work as a full-time faculty member in January 2023. She attended the Joint Master of Social Work Program at NC A&T State University and UNC-Greensboro, a CSWE-accredited program, and graduated in 2017 with her MSW. She is a Licensed Clinical Social Worker in the state of VA. She has served as a Field Instructor for Liberty students obtaining their BSSW. She has 2 years of experience teaching Social Work in higher education. She has been a Social Worker for six years, working with the Geriatric population.

The BSSW program also has several residential and online adjunct faculty members as well as support staff.

C. Program History

Liberty University considered adding a social work major to its curriculum offerings for a number of years, as the purpose of social work aligns well with the university's mission to impact the world and contribute to the community. The closest BSW program is an hour from Lynchburg and there was a shortage of social workers in the area. Additionally, in 2011, enrollment management recommended the addition of the

program because it was often requested by students considering a Liberty education. Dr. Kevin Corsini, who was Vice Provost for Academic Operations at the time, and Professor J.J. Cole were proponents of the program and had long desired for social work to be offered at Liberty University. After careful deliberation, the university chose to proceed with the creation of the program and hired Professor Christine Fulmer in the summer of 2014 as BSSW program director.

The Department of Social Work is located on the campus of Liberty University, Lynchburg, VA in DeMoss Hall and is a part of the School of Behavioral Sciences. A number of Psychology and Counseling faculty members served on the initial planning committee and were supportive of the program's development. In November of 2014, the board of trustees demonstrated its support when they approved the allocation of financial resources necessary to start the program. The undergraduate Social Work program officially became the Department of Social Work in the Fall of 2015 with the launch of the BSSW program. The Department launched their online and residential traditional standing MSW program and an online Bachelor of Science in Human Services in Fall 2021.

D. BSSW Program Eligibility

As noted in the Liberty University catalog, students interested in earning a Bachelor of Science Degree in Social Work (BSSW) at Liberty University must meet the requirements of the BSSW program. These requirements include meeting the university admission criteria as well as the additional standards associated with preparing competent social workers for generalist practice. These additional standards were developed by the Department of Social Work at Liberty University. Acceptance to Liberty University and declaring social work as one's major is the way in which a student begins the eligibility process. However, this first step is not synonymous with approval into the BSSW program. This is accomplished through approval through SOWK 294: Gate 1 of the program.

Approval into the BSSW program and progression through this rigorous, professional degree requires successful completion of the Gate process, a series of four sequenced, non-credit Gate courses (SOWK 294, SOWK 365, SOWK 465, SOWK 494). The first step of the Gate process is completion of SOWK 294, a 16-week, 0-credit course in Canvas which houses the Gate 1 Application process.

The first step of the Gate process is completion of SOWK 294. BSSW candidates are to follow the steps associated with the process and meet the criteria established by the program. Typically, if residential students are following a more traditional 4-year schedule, they are eligible for SOWK 294 (Gate 1) in their sophomore year. For online students who transfer in courses, they may be eligible to apply as soon as their second semester at LU, depending on the transferred courses. If students have not met the criteria by that time, they may apply in a subsequent semester.

In order to be eligible to gain approval into the program, students must submit all required Gate 1 materials within SOWK 294. Students are eligible for SOWK 294 during the semester in which they are enrolled for their last Gate 1 prerequisite course along with meeting the minimum GPA requirement of 2.5. All candidates must meet the criteria described below:

- Adhere to the standards set forth in the Liberty Way for residential students or the Personal Code of Honor for online students.

- Be in good academic standing with the University and have a minimum cumulative GPA of 2.50.

- Have successfully completed (earned a "C" or higher) SOWK 101. Be currently enrolled (for the semester in which they are applying) or have successfully completed (earned a "C" or higher) BIOL 102, ENGL 102, PSYC 101, SOWK 120 & SOWK 150 (or SOWK 135), SOWK 250, SOWK 260, and SOWK 270.

Gaining Gate 1 approval through the successful completion of SOWK 294 indicates that students are officially approved into the BSSW program.

The Liberty University BSSW program trains students to be competent in practice by the time of graduation; however, there is no guarantee that all students will be able to secure a field placement, future employment, or licensure. While the Department works to support students admitted to the BSSW program in acquiring field placements, it is ultimately the agency that must select and approve students for field experiences.

Opportunities for employment and licensure also vary vastly between locations and are the responsibility of graduates to secure. Similarly, students who have charges or convictions revealed on their criminal search are not guaranteed field placement for Junior and Senior field, even if they are granted approval into Liberty University's BSSW program. Potential employment post-graduation or placement for the Junior and Senior field will be at the discretion of the employer or agency.

D.1 Transfer of Credits

When students transfer from regionally accredited or nationally accredited institutions, the Registrar's Office reviews the student's transcript. Courses will transfer if they are undergraduate-level, and the student has received a grade of "C" or higher. To be awarded direct transfer credit, the transfer course must be very similar to a Liberty University course. The similarity is determined by the number of credit hours (must be a minimum of two-thirds of the Liberty equivalent) and course content (using the catalog course description). If the course is determined to not be very similar, either in content or credit hours, to a Liberty University course, then free elective or unused credit will be awarded. For bachelor's degrees, a minimum of 30 credits and 25% of the coursework required for the major content area must be taken through Liberty University.

Internships, capstone courses, special topics courses, workshops, seminars, and independent studies courses will not receive direct transfer credit at Liberty University but will receive elective credit if they meet all other criteria. Remedial courses, orientation to college courses, grades of Pass/Fail or Satisfactory (unless P is equivalent to a C or higher on the transcript), and Continuing Education Credits (CEU) are non-transferrable credits; however, an exception may be made for recommendations by the American Council on Education (ACE).

Students may appeal a denial of credit for a social work course, in which case the Registrar's Office works in coordination with the Chair of the Department of Social Work to determine if the student will receive direct or elective transfer credit.

While the program does recognize the value of previous work and life experience, the BSSW program does not give academic credit for life experiences or previous work experience in compliance with the standards of the Council on Social Work Education, our accrediting body. Students are informed of this policy on the [Liberty University Social Work website](#). The program does encourage students to integrate the knowledge gained in the classroom with their work and life experience.

E. BSSW Program Requirements

The BSSW program curriculum has been developed to equip students to be competent practitioners from a bio-psycho-social-spiritual framework. The coursework includes theoretical knowledge and practice experience to train students in the nine core competencies established by the Council of Social Work Education (CSWE). Students are trained to be competent in all behaviors of the profession. In order to gage students' success in these competencies, the program has the following:

- A 4-Gate System through which all students must be approved to be eligible to graduate from the program;

- SOWK 355: Social Work Practice with Groups, which is available as an intensive for students in the residential program option and is a required virtual intensive for students in the online program option;

- SOWK 370: Junior Field Experience, which includes 1 full work day (or 2 half days) per week for the first 14 weeks of one semester, along with a 2-hour, synchronous, weekly seminar; and

- SOWK 470: Senior Field Experience, which includes 4 full work days per week for the first 14 weeks of one semester, along with a 2-hour, synchronous, weekly seminar.

Suggested Course Sequences for moving through the residential and online program options are provided in APPENDIX A and APPENDIX B.

E.1. BSSW Program Gate Process

The Council on Social Work Education (CSWE) requires that all social work programs have a gatekeeping process to ensure that students have a thorough understanding of the profession of social work and will be a good fit for the program and profession. The Gate Process is a four-step process that is designed to meet our responsibility of ensuring that graduates are not only a good fit for social work, but also academically and professionally equipped to enter into the social work profession. Approval into the BSSW program and progression through this rigorous, professional degree requires successful completion of the Gate process, a series of four sequenced, non-credit Gate courses (SOWK 294, SOWK 365, SOWK 465, and SOWK 494).

Both the Residential and Online BSSW program options include four Gates. We encourage students to take some time reviewing the gate process here to gain an understanding of the process and what is required of each student. Students are expected to be knowledgeable of the requirements of each Gate. Each student must apply for and be approved through all four Gates to be eligible to graduate from the BSSW program. Each Gate course is a 16-week, 0-credit course and students can only be enrolled in one Gate course per semester.

- SOWK 294 (Gate 1) includes the process of applying for formal approval into the BSSW Program.

  *Declaring Social Work as the major is not the same as being approved into the program. All students must be approved through Gate 1 by successfully completing SOWK 294, to be officially approved into the BSSW program.

- SOWK 365 (Gate 2) includes the field proposal and enrollment process for Junior Field and gaining formal approval to proceed into Junior Field Experience (SOWK 370).

- SOWK 465 (Gate 3) includes the field proposal and enrollment process for Senior Field and gaining formal approval to proceed into Senior Field Experience (SOWK 470).

- SOWK 494 (Gate 4) includes a comprehensive exam and receiving clearance for graduation from the program.

For more details regarding the BSSW Gate Process, see the BSSW Gate Handbook located under the Department Policies section of the [Gate Courses webpage](#).

E.2 BSSW Approval/Admission Process

In order to be eligible to gain approval into the program, students must submit all required Gate 1 materials within SOWK 294. Students can register for all Gate courses through the Course Registration Tool or by contacting LUO Academic Advising. Students are eligible for SOWK 294 (Gate 1) during the semester in which they are enrolled for their last Gate 1 prerequisite course[1], along with meeting the minimum GPA requirement of 2.5. The Gate 1 application process for approval into either program option, residential or online, has the students meet program requirements listed in the previous sections, which can also be found in the [University catalog](#).

Application documentation required for all students in SOWK 294 (Gate 1) includes the following:

- Submit a copy of their Degree Completion Plan Audit (DCPA).
- Submit a completed Gate 1 Application packet and a 6–7-page Autobiographical Statement addressing the provided prompts.
- Submit a Disclosure Statement Form
- Submit three recommendation forms (two professional and one personal).
- Submit the results of a background check and fingerprinting. The date of completion for all results must be within the 12 months prior to the Gate 1 Application deadline for which the student is applying.[2]

With the oversight of the Associate Director of Gate, the BSSW Program Support Coordinator team reviews all Gate 1 application documentation submitted into SOWK 294 for compliance with the requirements and suitability for the program.

If it becomes clear through reviewing a student's documentation that additional, follow-up information is needed, the student will be selected for an interview. Interviews are completed for all students via Microsoft Teams, a program that includes a secure video calling service.

After reviewing the student's application documents and completing the Gate 1 interview, the interviewers make a recommendation to Associate Director of Gate for approval or denial. If a denial is recommended for the student, a second interview is scheduled with BSSW program leadership to further explore the concerns prior to a final decision being made.

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[1] SOWK 101 must be completed with a "C" or higher prior to the semester in which a student enrolls in SOWK 294.

[2] One of the requirements for approval into the program is the completion of two background checks: A National Background criminal records check and a Federal Fingerprint check. If students' results reveal criminal charges, convictions, and/or a child/elder/dependent abuse report, students are required to provide a summary of the circumstances of the charge(s) as well as a minimum of two personal/professional recommendations who were aware of the event. Failure to follow these conditions can result in a denial of students' Gate 1 applications. The department holds the right to deny or defer a student's application into the program.

Recommendations from the interviewers and faculty feedback assist the Associate Director of Gate, in concert with the Program Director and Department Chair, in deciding the student's official Gate 1 Decision. Not all Gate 1 Applicants are selected for an interview. If a student is not selected for an interview, their application is processed, and they are granted Full or Provisional Approval through Gate 1.

If a student is denied, their Gate 1 Decision would include a rationale for the Department's decision. The Department would then work directly with the student on the next steps for alternate options or steps the student will need to take to be eligible to reapply at a later time.

All students will be notified of their Gate 1 Decision regarding their request for admission to the program via email and in the Gate 1 Decision section of the gradebook within SOWK 294 (Gate 1) by the end of the semester in which they are enrolled in the course.

The notification may contain specific recommendations (Areas of Needed or Recommended Growth) to aid in the successful competency development of the students. Students wanting to proceed with the process of program approval must follow the directions outlined in the notification to be eligible to continue to the next Gate. Growth Areas are assessed for each student at each Gate.

All students who complete the course will receive one of the following Gate 1 Decision options:

1. **Full Approval through Gate One:** This is granted when the student has successfully completed all Gate 1 prerequisite courses and documentation. There may be some additional concerns from the BSSW program for which Areas of Needed Growth would be specified. Suggested Areas of Recommended Growth may also be included.

2. **Provisional Approval through Gate One:** This is granted when the student is pending the successful completion of one or more Gate 1 prerequisite courses or documents. There may be some additional concerns from the BSSW program for which Areas of Needed Growth would be specified. Suggested Areas of Recommended Growth may also be included.

3. **Deny Gate One Procession:** Students can be denied Gate 1 approval for the following reasons:

   1. The student does not submit all required, completed application documentation;

   2. The student applies but is not eligible to apply (GPA less than 2.5 or insufficient prerequisite requirements); or

   3. Academic misconduct/integrity issues through the student's use of non-approved, academic resources (i.e., internet search engines, any online study/resource aid sites)[3].

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[3] The posting or utilizing of resources from non-approved, external resources (i.e., Course Hero, Quizlett, etc.) is considered academic misconduct. The Honor Codes of the university would consider posting course work online as aiding in academic misconduct and using resources/sites like these would fall under "using unauthorized aids of any kind." If a student is found to have utilized resources like these, they will be reported to the University for disciplinary action. Additionally, use of such resources is also grounds for immediate denial of a student's current Gate and potential for dismissal from the program.

If it becomes apparent through the application documentation and interview process that the student and program may not be a good fit. Feedback from professors is also considered.[4]

Under the supervision of the Associate Director of Gate, the BSSW Program Support Coordinator (PSC) team is responsible for sending out notifications of Gate decisions, both via email and in the course gradebook, and posting the student's final grade for the course, Pass, if approved through Gate 1 or Not Pass if denied approval through Gate 1. A student may appeal a Gate Decision denial by following the steps included in Section M.2 Gate Decision Appeal Process.

Gaining Gate 1 approval through the successful completion of SOWK 294 indicates that students are officially approved into the BSSW program. Once students are granted entry into the BSSW program, students are to maintain their status by consistently meeting the following criteria:

- Earn a "C" or higher in all major and major foundational courses.

- Maintain an overall GPA of 2.5 or higher to be eligible for approval through Gates 2, 3, and 4.

- Maintain satisfactory citizenship and ethical behavior.

- Maintain professional standards as defined by the BSSW program.

- Consistently demonstrate the values of the profession: integrity, service, the value of human relationships, dignity and worth of a person, competence, social justice, human rights and scientific inquiry.

- Be successfully approved through program Gate 2 (SOWK 365), Gate 3 (SOWK 465), and Gate 4 (SOWK 494).

E.3 Growth Areas

The BSSW program aspires to help each student develop as a whole person to be the best social worker they can be. During the processing of Gate applications, a particular area of needed or recommended growth may be identified for a student. The goal of the program is to handle this in a strengths-based manner, engaging the student in a process of growth and development to ensure that the student is adequately prepared to occupy the role of helper with vulnerable populations in their field placement, while allowing time and room for the student to continue in their growth process. This is consistent with the profession's commitment to ethical practice in one's scope of competence, engaging in a life-long process of self-awareness and self-correction. This enhances the capacity of the emerging professional to serve clients with excellence and skill.

During the processing of Gate applications, a particular area of needed or recommended growth may be identified for a student. If so, they will be notified directly through their Gate Decision notification and given steps to help them grow in competency in that area. Professionalism, written communication, and counseling or other support services are the most commonly identified areas.

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[4] See note regarding charges and convictions and Gate 1 approvals/denials under **Error! Reference source not found.** section below.

Commonly Identified Area of Needed or Recommended Growth: Written Communication

For students needing to grow in written communication competency, the autobiographical statement and direct written communications with the Program Support Coordinator (gate) team or other BSSW program personnel often highlight this need and result in the program recommending the student to pursue additional resources and supports in this area. Faculty feedback from academic courses can also inform and confirm this area of growth for students.

Commonly Identified Area of Needed Growth: Professionalism

For students in need of growth in competencies related to professionalism behaviors, this need is most commonly identified through interactions with faculty in academic courses and with staff through the Gate 1 process. Professionalism observations or concerns may also be identified in the content of the submitted personal/professional recommendations required in Gate 1. Identified behaviors demonstrating a need for growth in professionalism may also come to the attention of the program through faculty feedback, direct email communications with the Program Support Coordinator (gate) team or field staff team, or through demonstrated patterns in academic courses or the Gate course, such as late assignments, lack of proactive communication, or disrespectful communication with faculty and staff.

Depending on the severity and scope of the behaviors and observed pattern(s), professionalism growth areas are discussed with the student in a Gate 1 interview, before it is included in the student's Gate 1 Decision notification, along with a discussion for particular next steps specific to that student being articulated. However, an indication in the Gate 1 Decision alone may be sufficient in some cases. For example, all students receive the following in their Gate 1 Decision as a reminder of professionalism expectations for the moving forward in the program:
As you move forward into SOWK 365, it is critically important that you meet the assignment deadlines for the field enrollment process included in that course. Failure to meet each of the required deadlines could delay your ability to proceed into your Junior Field Experience the following semester and could impact your estimated graduation date.

Commonly Identified Area of Needed Growth: Counseling or Other Support Services

Of paramount importance to the BSSW program is that all students, regardless of their program option, develop competency in self-awareness, self-reflection, and self-correction, in assessing and addressing their personal biases and experiences, and in actively continuing in their own healing process. Above all, social workers are to do no harm to clients, and this is directly related to each student's personal development of self-awareness for how their own life experiences will impact how they interact with clients in the field, positively or negatively. Demonstration of this type of awareness and actively taking steps to continue to grow in this area is expected for all social work students, starting as early as when they are applying for admission into the BSSW program.

The program is keenly aware and appreciates that students in the BSSW program come from a diverse and wide array of experiences and backgrounds which have led each to pursue helping others through the profession of social work. Depending on the range of life experiences a student has had, the program may highly encourage some students to seek or continue counseling or other support services in an effort to help the student continue in their own healing process. This enables them to grow in the behaviors described above as they move towards being in the helper role with future clients.

For every student with this area of needed growth included in their Gate 1 Decision, a direct conversation between the program and the student (i.e., a Gate 1 interview or Gate 2, 3, or 4 Check-In) takes place in order to discuss with the student their past and current supports and how continuing to grow in their own

healing process will impact work with future clients. The program recognizes that each student is the expert on their own life and experiences and works to partner with students in seeking supports needed to empower them towards success in the program and profession.

Areas of Needed or Recommended Growth are specific to each student and not every student has areas identified at each Gate. If any are identified for a student, they will be explained more specifically in the student's Gate Decision notifications. Any documentation needed to demonstrate the student's growth in the identified area will be referenced in their Gate Decision notification.

Growth Areas Support through the Program

The BSSW program faculty and staff work to provide as much support as possible for each student as they develop as a whole person into the best emerging social workers they can be. This extends beyond support in purely academic achievement and skills acquisition into the realm of personal growth and social work professional identity development. Every area of needed or recommended growth is approached from a strengths-based perspective and in collaboration with the student for identifying and developing growth recommendations and plans that meet each student where there are. The program prioritizes partnering with students at Gate 1 and beyond to support them in their growth towards demonstration of observable behavior change over time in congruence with the competencies and behaviors expected of competent generalist emerging social workers.

Opportunities to engage with all students regarding potential areas of growth are built into the Gate 2 (SOWK 365), Gate 3 (SOWK 465), and Gate 4 (SOWK 494) courses through Growth Area specific assignments in weeks two and six. Additionally, for students needing extra support, Gate check-in meetings are scheduled early in the student's next Gate course. The purpose of these meetings is to discuss with the student how they are doing and to evaluate if any changes are needed in the support plan, ensuring the student is engaging in right supports to develop professional and field-readiness behaviors and levels of competency.

In some cases, Gate approval is contingent on the student engaging in activities to address the indicated growth areas during the time between receiving the approval and the check-in with the student at the next Gate. Students can be halted in their progression to the next Gate if satisfactory growth in the noted areas is not demonstrated through student behaviors that indicate continued competency development. In that situation, when the student is enrolled in the next Gate course, the student may be advised to take only non-social work courses. This allows the student to continue their forward progress towards a degree, while they are addressing the growth areas. They can then re-enroll in the Gate course at a later time.

E.4 Field Experiences

The BSSW program offers several opportunities to take part in field experiences during undergraduate coursework.

Social Work Field Exploration & Observation (SOWK 135) is the first experience students will have outside the classroom to provide exposure to the field of social work. In this course, students will complete an interview with a social worker, tour a social service agency, and further explore types of agency options near them by developing a community resources database. This course will help prepare students for later field experiences and provide opportunity to explore potential field agency options.

Field education is a central component of the instruction and training that students receive to prepare them for a professional career in social work. Fieldwork offers students the opportunity to:

- Develop and demonstrate competencies as a social work professional as defined by the Council on Social Work Education (CSWE);
- Apply the theory and knowledge gained in the classroom to different practice settings as a beginning practitioner and to broaden their exposure to this application in different settings by sharing experiences with peers who are placed in other settings; and
- Receive support and mentoring during this early professional experience from an experienced Field Instructor, a Faculty Field Liaison, and their peers.

BSSW students must complete two separate and distinct field experiences, Junior and Senior Field, in order to graduate with a Bachelor of Science in Social Work (BSSW) from Liberty University. In the Junior and Senior Field Experience and Seminar courses, students receive supervised practice experience in an agency setting, while concurrently attending a seminar class that offers the opportunity to process their experience in the field. The integration of classroom and field activities provides students with a unique and comprehensive learning experience to support their development as professional social workers. Requiring two separate field placement experiences helps provide students with a well-rounded and generalist experience in the field.

> **SOWK 370 Junior Field Experience and Seminar:** As a part of this course, students are required to complete one (1) full workday or two (2) half-days per week over the first 14 weeks of a semester as well as attend a weekly, 2-hour, synchronous seminar.

> **SOWK 470 Senior Field Experience and Seminar:** As a part of this course, students are required to complete four (4) full workdays per week over the first 14 weeks of a semester as well as attend a weekly, 2-hour, synchronous seminar.

The Junior Field Experience must be completed before the Senior Field Experience. The students' Senior Field Experience must provide a different learning experience with a different population and/or setting that their Junior Field Experience. Students who are employed in a social service setting may request that the placement be done at the same site as their employment. However, this is an considered an exception, and the student must present an adequate case that the field experience hours, tasks, and supervision are completely separate from the role of an employee. This is typically only approved if the proposal is for placement in an entirely different department of a large organization.

* The BSSW program does not provide exemptions to any field requirements based on previous work or life experience. *

> *The BSSW program does not give academic credit for life experiences or previous work experience. The program does recognize the value of previous work and life experience. The program encourages students to integrate the knowledge gained in the classroom with their work and life experience.*

Students may engage in approved field experiences working with a variety of client populations in a variety of practice settings (both private and public) for both junior and senior students. These settings include opportunities to engage in different levels of practice including direct practice with individuals (micro-

level), families and groups (mezzo level), and practice with communities or other system interventions such as policy analysis, administration, and research (macro-level). Students may complete field experiences in a variety of geographical locations, including international settings.

All placements must meet specific criteria related to student learning, opportunities to develop competency, and appropriate supervision. Placements must be completed at an agency with whom the University has a legally binding contract, an Affiliation Agreement. The Field Team assists students with these proposals as a part of the SOWK 365 (Gate 2) and SOWK 465 (Gate 3) courses, either by connecting them with a local partnership agency or by assisting students with the process of onboarding new partner agencies which meet the required criteria.

Students are to review the BSSW Field Manual and the [Field Experiences](#) webpage for more information about Junior and Senior Field Experiences and the field proposal processes, housed in SOWK 365 (Gate 2) and SOWK 465 (Gate 3) for each.

The BSSW Field Team is available to clarify any guidelines or expectations for the required field experience. Students should feel free to reach out to bsswfield@liberty.edu regardless of their current gate or field status in the program.

F. Professionalism throughout the Program

All students are expected to conduct themselves in a professional manner in all interactions with each other, agency representatives, and clients, the Department of Social Work faculty and staff, as well as all University personnel. In preparing social work students for professional practice, the social work faculty takes responsibility for promoting the standards of the social work profession by constantly monitoring student academic and professional performance and addressing concerns with the student through advising and grading. In addition to academic performance, students are required to demonstrate professional performance skills necessary for work with clients, and professional practice. Students will be evaluated for professional development during each social work major (SOWK) course through written evaluation indicating their progress in each developmental area. Professionalism is also evaluated and monitored throughout the program through the Gate process and field experience courses.

Although this is not an exhaustive list, professional conduct includes the following areas:

1. **Integrity:** Students are expected to provide high quality work that reflects the best effort. They must exhibit positive, proactive behavior and always adhere to class, Department, and University academic honesty policies. The use of non-approved, academic resources (i.e., internet search engines, any online study/resource aid sites) is strictly prohibited.[3]

2. **Respect:** Students maintain professional demeanor even when stressed and are not verbally hostile, abusive, dismissive, or inappropriately angry. They are careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class

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[3] The posting or utilizing of resources from non-approved, external resources (i.e., Course Hero, Quizlet, etc.) is considered academic misconduct. The Honor Codes of the university would consider posting course work online as aiding in academic misconduct and using resources/sites like these would fall under "using unauthorized aids of any kind." If a student is found to have utilized resources like these, they will be reported to the University for disciplinary action. Additionally, use of such resources is also grounds for immediate denial of a student's current Gate and potential for dismissal from the program.

or wearing inappropriate attire) and never use unapproved electronic devices in class. They are respectful towards peers and respectful of the learning environment both in and out of class.

3. **Communication:** All student communication through email, Canvas, phone calls, etc. must follow appropriate lines of communication and convey respect to the recipient in tone and verbiage. Students are responsible for considering grammar, punctuation, and time of day when sending correspondence. Professional response time for communication is 24-48 business hours. *In order to make communication more efficient, please send communication to only necessary recipients rather than sending multiple copies of the same or similar message to multiple recipients.* Students are to resolve conflict with others (student, colleague, professor, staff, etc.) by addressing the issue directly with the person first, rather than gossiping or complaining unproductively.

4. **Time Management:** Students submit projects or assignments or other documentation on or before the deadline. They should always take responsibility for missing work or deadlines. Punctuality and providing advance notice, when possible, for absences or tardiness is expected.

5. **Professional Interactions:** Students are expected to regularly participate in class discussions and reflect good preparation. Students assume and complete professional responsibilities conscientiously. This includes responsibly presenting oneself on social networking sites and maintaining appropriate boundaries in accordance with professional ethical guidelines. Students must refrain from posts that address someone to whom they have not spoken with upfront. It is important to recognize that actions online and content posted may negatively affect their reputations among instructors, colleagues, future employers, and clients, and may have consequences for their social work careers.

6. **Attire:** Students must adhere to agency guidelines for attire during field experiences and University guidelines when in class. It is expected that students dress in business casual for all agency interactions, including interviews.

More specifically, these are Professional Performance Skills and Expectations:

- Adherence to the BSSW Attendance Policy;

- Punctuality;

- Come to class prepared (readings and assignments completed);

- Complete all assignments on time and to Liberty University level standards;

- Actively participate in class discussions and activities;

- Work collaboratively and cooperatively with others;

- Demonstrate respect for others' opinions;

- Demonstrate a willingness to understand and respect diversity regarding race, gender, age, religion, ethnicity, disability, and sexual orientation;

- Demonstrate knowledge of and commitment to the essential values and ethical standards of social work specified in the NASW Code of Ethics and the NACSW Statement of Faith and Practice;

- Use self-disclosure appropriately;

- Demonstrate the use of critical thinking skills;

- Demonstrates ability to assesses own strengths, limitations, and suitability for professional practice;

- Exhibit knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships;

- Clearly articulate ideas, thoughts, and concepts through effective oral communication; and

- Manage constructive feedback.

As emerging professionals, students are expected to conduct themselves accordingly. All communication with faculty, University staff and agency staff should be conducted in an ethical manner, demonstrating professional demeanor in behavior, appearance, and oral, written, and electronic communication. Additionally, they will use reflection and self-regulation to manage personal values and maintain professionalism in all agency and university matters.

Students in Field Experiences must adhere to the policies and procedures described in the BSSW Field Manual throughout the duration of the course. This includes, but is not limited to, adhering to the Codes of Ethics and other policies detailed in the manual related to how students should conduct themselves, student roles and responsibilities, agency placement and interviewing procedures, and procedures for handling field-related challenges. Students must participate in all conference calls and in-person meetings with the field instructor, field faculty, and BSSW field staff and conduct themselves in a professional manner.

Students who do not meet expectations for professional performance in field must meet with the Faculty Field Liaison (professor) to develop a plan to address problem areas. If the student continues to exhibit performance problems, the professor will follow the Growths Areas procedures, in coordination with the Associate Director of Gate and Director of Field Education, up to the extent of the potential submission of an Administrative Review for Behavioral Intervention. Students should be aware that the Administrative Review for Behavioral Intervention provides documentation that will be used in the Gate application process, educational and professional references (i.e., for employment, graduate school application, field placement), and other recommendations. For more information on professionalism expectations and procedures for field, see the BSSW Field Manual.

There is no guarantee that the BSSW program will approve program completion for students who demonstrate the need for continued growth which may interfere with future professional competence. Instead, an individualized growth plan will be formulated in conjunction with the BSSW program, student, and the Field Instructor/Agency Task Supervisor. The purpose of the growth plan is to assist students in obtaining competency in the social work skills or personal, interpersonal, or ethical problems witnessed so that students may successfully continue in the program. Depending on the severity and nature of the situation, students may be subject to academic dismissal from the BSSW program or Liberty University.

G. Professional and Academic Student Advising

All students can contact the BSSW program directly with questions about BSSW program requirements, professional and academic advising, and career and continuing education guidance.

- Field-related questions: bsswfield@liberty.edu

- Gate-related questions and General questions: bssw@liberty.edu

All students are provided with professional advising opportunities throughout the program through consultations with BSSW faculty members and more specifically within the seminar component of Junior and Senior Field Experience. (Field experience-specific professional advising needs and inquiries may be referred to the field team at bsswfield@liberty.edu or field faculty members for further support.) These advising opportunities and consultations may be initiated by program faculty or staff members or by the student.

Professional advising resources are available to all students throughout the duration of their time as a social work student within the Residential and Online Student Information Portals and Gate courses.

In addition to the professional advising offered to students through the BSSW program faculty and staff, general career advising resources are available to all students through the university's Career Services. Services available include support in pursuing independent internship experiences, the Career Services Blog which provides the latest news and information on career development, the Résumé Critique Portal which provides résumé and cover letter assistance, and on-campus and virtual events and workshops which provide informational and professional networking opportunities such as career fairs, experience events, information sessions, employer on-site meetings, and on-campus/virtual interviews.

G.1 Residential Students

Residential students admitted to Liberty University are assigned a professional advisor through the College of Applied Sciences and Academic Success (CASAS). When first-year students, sophomore, and transfer undergraduate students declare social work as their major before making a formal application to the program, students are assigned to a CASAS academic advisor. These advisors work closely with both BSSW faculty and staff to guide students through their Degree Completion Plan (DCP) in the course sequence suggested by the BSSW program when possible.

The BSSW faculty and staff members advise students when they are considering transferring into the social work major to ensure their awareness of requirements to be met. Once students have successfully completed SOWK 294 (Gate 1) and have been officially approved into the program, they will have the opportunity to choose a BSSW faculty or staff member to advise them in their degree completion process.

Residential students can receive academic advising via email (bssw@liberty.edu) or by scheduling a call (audio and video options) or in-person meeting with their CASAS advisor or a BSSW faculty or staff member. Students submit an advising meeting request through the **SOWK Student Advising Appointments form** to schedule a meeting with a BSSW faculty or staff member.

G.2 Online Students

Liberty University provides professional academic advising for online students through LUO Academic Advising. Students can call, email, or chat into LUO Advising to talk with a representative from the advising team. The BSSW program provides regular training and informational materials to LUO Advising, including collaborating with their team for semesterly advisor training, so they can best guide students in navigating the BSSW program requirements. Students are also welcomed to email the BSSW program directly with questions.

While LUO advisors can provide excellent guidance in relation to course sequencing and registration, students are strongly encouraged to contact the BSSW program directly with any detailed questions about the gate or field process.

Online students can call, email, or chat into LUO Advising to talk with a representative from the advising team regarding their academic advising needs. Additionally, online students can receive academic advising via email (bssw@liberty.edu) or by scheduling a call (audio and video options) or and in-person meeting, for local online students, with a BSSW faculty or staff member. Students submit an advising meeting request through the **SOWK Student Advising Appointments form** to schedule a meeting with a BSSW faculty or staff member.

H. Student Clubs, Societies, and Organization Opportunities

The BSSW program provides opportunities for students and encourages them to organize according to their interests. The Social Work Club for undergraduate social work students launched in the fall of 2016. Student members host speakers, provide service opportunities, and organize fundraisers for local nonprofit organizations. Residential and online students are able to join the club and/or participate in events. This club is run by elected student officers with the assistance of a BSSW program faculty advisor.

In spring 2020, the BSSW program launched the Community Conversation series to engage online and residential students in ongoing dialogue about current events and issues that are important to the student body. These monthly events, facilitated by BSSW program faculty members, are an opportunity for students to engage in discussions with other students and members of the Department of Social Work on various issues and topics in a safe space. Student input is solicited in the selection of session topics to ensure that each topic is relevant to the needs and interests of social work students. Topics over the last year have included ethics, professionalism, addressing current events and racial reconciliation, safety in field, preparing and applying for graduate school, faculty panels, and many more.

Throughout the academic year, the BSSW program offers in-person and virtual Social Work Activities. These activities include a variety of events, seminars, workshops, and service opportunities offered throughout the semester on a broad array of topics. Approved activities can be hosted by the BSSW program, other departments and offices within the university, and the local community.

The BSSW program also has a chapter of the Phi Alpha Honor Society, Chi Theta. This chapter is run by elected student officers with the assistance of a BSSW program faculty advisor. A student leadership

council leads the monthly virtual meetings and helps organize the group. Each spring, the chapter leadership reviews new member applications and helps run the annual induction ceremony. The monthly meetings host guest speakers and provide planning opportunities for a service project which each member completes where they live during the spring semester.

Honor Society Eligibility Requirements

- Declared BSSW as a Major and approved through SOWK 294 (Gate 1)

- Achieved Sophomore, Junior, or Senior status

- Completed 9+ semester hours of required social work courses

- Achieved an overall GPA of 3.0 on a 4.0 scale

- Achieved a 3.3 GPA in required social work courses

Membership Cost

The one-time fee of $30 allows an eligible student to become a lifetime member. This includes a certificate and a lapel pin. More information on how to pay this fee is provided when a student's application is approved. Members can also purchase honor cords to wear when they graduate.

I. Student Information Portals

The BSSW program has developed two Student Information Portals, one for each program option – residential and online – as a communication hub and informational resource tool for students. These portals in Canvas serve as a tool to communicate program-specific information directly to all BSSW students and will also function as a resource for students to locate information about program requirements, contact information, advising tips, and additional resources such as how to explore and pursue counseling and other support services, graduate program search recommendations and considerations, and other resources available through the University. The program also uses these portals to broaden communication by sending announcements to the entire social work student body. Additional resources and information are added periodically throughout the academic year.

J. Licensure Information

Licensure requirements for the social work profession are regulated by each state. As a CSWE accredited program, the BSSW program at Liberty University meets the education requirements for bachelors' level licensure in states where licensure at the BSW level is available. The University provides information on the State Licensure website. There, students are able to search for licensure and certification requirements by state for each program offered by the university. It is *highly* recommended that students review the specific requirements and titles for licensure available in their state(s) of interest on this website, as well as the specific state's government website. In addition to the educational requirement, most states have additional requirements such as successful completion of a licensure exam, specified hours of post-graduate supervised experience in the field, references, background checks, etc.

Students should be aware that a criminal record may jeopardize licensure by the State licensure and/or certification body. Students seeking licensure are urged to contact the relevant licensing agency to determine the licensing requirements for the jurisdiction. Successful completion of a program of study at Liberty University does not guarantee licensure, certification, or employment in the relevant occupation.

K. Unique Courses

SOWK 135: Social Work Field Exploration and Observation

All students, both residential and online, complete SOWK 135 as a program requirement.

This course provides the first experience students will have outside the classroom to provide exposure to the field of social work. In this course, students will complete an interview with a social worker, tour a social service agency, and further explore types of agency options near them by developing a community resources database. This course will help prepare students for later field experiences and provide opportunity to explore potential field agency options.

SOWK 355: Social Work Practice with Groups

Students in the online program option complete this course as a required, virtual intensive. Although the course runs the full 8 weeks, students must complete a portion of the course in a one-week intensive in a virtual format. Students must also complete pre- and post-work online before and after their week-long intensive component. The amount of pre-work required prior to attending the intensive week will depend on when the intensive week falls during the sub-term. This course is typically offered twice each fall, spring, and summer semester.

Students in the residential program option will complete this course in the traditional in-class format.

SOWK 370: Junior Field Experience and Seminar & SOWK 470: Senior Field Experience and Seminar

Both Junior and Senior field experiences require a considerable investment of time in preparation for the field experiences as well as processing an application and proposal for each experience. The submission and review of all BSSW Placement Proposals for field must occur the semester prior to the proposed placement, while in the appropriate Gate course (SOWK 365 or SOWK 465). Students are *highly* encouraged to carefully plan the timing of the placements in their course sequencing. The placement itself requires a considerable, weekly time investment and takes place in conjunction with a Seminar course including a 2-hour weekly synchronous class time. Please refer to Section E.4 Field Experiences above for further details.

L. Students Exiting the Program Post-Gate 1 (elective and required)

Any student who exits the BSSW program after receiving SOWK 294 (Gate 1) approval will be requested to schedule a meeting with a faculty or staff member to discuss the decision to leave the program and the implications of changing to another degree program. Residential students will meet in-person or via Microsoft Teams and online students will meet via phone call or Microsoft Teams.

Students exiting the program after receiving SOWK 294 (Gate 1) approval will include students in the following categories:

- Students electing to switch to another major;

- Students electing to leave the University; and

- Students being directed out of the BSSW program.

M. BSSW Program Appeals

M.1 Breaking Enrollment Post Gate 1 Approval

If a student breaks enrollment with the university after receiving SOWK 294 (Gate 1) approval, they will need to follow this process upon their return to be eligible to continue with the BSSW program. Students must first submit the **BSSW Program Appeals: Program Re-Instatement & Continuation Form.**

After the BSSW program reviews the student's written appeal, an interview will then be scheduled with the student to discuss the appeal and next steps for continuation eligibility in the program. An approved appeal is necessary to continue forward with the student's next Gate course.

M.2 Gate Decision Appeal Process

A student may appeal a Gate Decision denial through submitting a **BSSW Program Appeals: Gate Decision Appeal Form**. All appeals must be received by the BSSW program in this format with 7 days of the date on the student's Gate Decision notification. All appeals are reviewed by BSSW program leadership. An interview will then be conducted with the student to discuss the appeal and next steps for the student's eligibility to progress through the current Gate. An approved appeal is necessary to continue forward with the student's Gate process.

N. BSSW Program Additional Policies

N.1 Grading Policy

The BSSW program uses the following grading scale which is utilized in general by Liberty University's undergraduate programming. This scale is based on 1,000 points for the residential program option and 1,010 points for the online program option. All content across options is the same, except for an additional 10-point quiz in online courses which ensures that students understand the online format. These grading scales are included in all social work syllabi.

900 - 1,000/1,010 A
800 - 899 B

700 - 799 C

600 - 699 D

Under 600 F

For courses with a Pass/Not Pass final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a passing final grade.

All syllabi include the criteria for which students' academic and/or professional performance will be evaluated. A list of assignments is provided with the points associated with each one in the syllabi. All syllabi include a comprehensive list of university policies that pertain to the course. Additionally, policies associated with attendance, disability assistance, the adding/dropping courses, late assignments, and the university's Honor Code are included in all syllabi. For reference, these university policies are listed below.

Syllabi for Field Experience courses include additional policies and expectations for students' conduct in seminar and in the field, including seminar attendance, seminar limits of confidentiality, and academic misconduct.

N.2 Attendance Policies

The University has a standard attendance policy for class attendance, which can be modified for particular classes and/or assignments. The standard attendance policies are listed below.

Residential Attendance Policies

In general, regular and punctual attendance in all classes is expected of all Liberty University students. However, at times, students will miss classes.

For 100-200 Level Residential courses

Absences for **100-200 level courses** fall into two categories:
1. University-Approved Absences
    a. University-Approved Absences include Liberty University sponsored events, athletic competition, and other Provost-approved absences.
    b. The student must provide written documentation in advance for University-Approved Absences.
    c. Work missed for university-approved absences may be made up.
2. Student Elective Absences
    a. Student Elective Absences include, but are not limited to, illness and bereavement.
    b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal the Professor's decision in writing to the respective Chair within one week. Final appeals may be made to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.

c. When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus, the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.

d. Students who are more than 10 minutes late for class are considered absent.

e. Students who are late for class 10 minutes or less are considered tardy but present for the class. If a student misses in-class work due to tardiness, the faculty member may choose not to allow the student to make up this work. Three class tardies will be counted as one absence.

f. Number of Student Elective Absences Permitted:
   i. For classes that meet three times per week, the student will be permitted four elective absences per semester.
   ii. For classes that meet twice per week, the student will be permitted three elective absences per semester.
   iii. For classes that meet once per week, the student will be permitted one elective absence per semester.

g. Penalties for each absence over the permitted number of elective absences per semester will be as follows:
   i. 50 points for classes that meet three times per week
   ii. 75 points for classes that meet two times per week
   iii. 100 points for classes that meet once per week

For 300-400 Level courses

Absences for **300-400 level courses** fall into two categories:
1. University-Approved Absences
   a. University-Approved Absences include Liberty University sponsored events, athletic competition, and other Provost-approved absences.
   b. The student must provide written documentation in advance for University-Approved Absences
   c. Work missed for university-approved absences may be made up.
2. Student Elective Absences
   a. While the university believes that consistent attendance in all classes is the largest contributor to students earning good grades, the university's Attendance Policy allows students in upper-level classes the opportunity to make their own decisions concerning attendance.
   b. Work missed for Student Elective Absences may be made up at the discretion of the faculty member. Questions regarding missed work for Student Elective Absences must be addressed by the student with the professor within one week of returning to class. In cases where this is not possible, the student must notify the Professor in writing of the circumstances impacting his or her absence. The student may appeal the Professor's decision in writing to the respective Chair within one week. Final appeals may be made

to the Dean in writing within one week of the Chair's decision and the Dean's decision is final.

c.   When circumstances result in excessive absences (e.g., serious medical illness, family crisis), upon return to campus the student shall communicate in writing with the Registrar's Office (Registrar@liberty.edu) and provide an explanation of his or her situation with appropriate documentation. The Registrar will consult with the faculty member before making the final decision and will notify, in writing, the student and the faculty member.

Online Attendance Policies

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy can be found in the Academic Course Catalogs.

Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact LUO Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Field Seminar Attendance (Residential and Online)

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. In general, regular and punctual attendance in all seminar sessions is expected of all students.

Students may have ONE elective absence from seminar. However, students must give notice prior to the seminar session to both the instructor and group members. **Each elective absence in excess of one will result in a 100-point reduction.** Seminar participation points will not be earned for any absences. Students who are tardy to the seminar sessions three times earn an elective absence. Each elective absence in excess of ONE requires approval through the university registrar. Students should consult the BSSW Field Manual for the Department's field placement attendance policies.

Seminar Attendance Policy Specific to this Course (SOWK 370 & SOWK 470)

The policies specific to this course are consistent with the educational policies set forth by the Council on Social Work Education. Social workers are to demonstrate professional demeanor in behavior, appearance, and communication. One-way social work students demonstrate professional behavior is by being punctual and consistent in attending seminar sessions and their field placements. Elective absences and tardiness are discouraged as these actions are not representative of professional behavior and negatively impact the dynamics of the group. Furthermore, since the

seminar is meant to support the integration of theory and practice, missing the seminar may negatively impact the competency development of students.

Regular and punctual attendance in all seminar sessions is expected of all students. However, students exceeding the allowable number of absences for the course (one) results in point deductions specified in the course syllabus. Students must give notice prior to the seminar session to both the instructor and group members if an absence is anticipated.

N.3 Late Assignments Policies

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time. However, if a student is unable to complete an assignment on time, then it is their responsibility to contact the instructor prior to the assignment due date. It is within the instructors' purview to work with students on late assignments, as appropriate when extenuating circumstances arise, in ways that respect the university's late assignment policy articulated in each syllabus.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week, and less than two weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g., death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g., death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

N.4 Disability Assistance Policies

All assignment accommodations must be approved through ODAS, and professors cannot apply accommodations retroactively to assignments submitted prior to accommodations being officially approved through ODAS.

Residential Students

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Office of Disability Accommodation Support (ODAS) at ODAS@liberty.edu or in DeMoss Hall 1264 for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit www.liberty.edu/disabilitysupport. Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

For all disability testing accommodation requests (i.e., quieter environment, extended time, oral testing, etc.) Testing Services (DeMoss Hall 1036) is the officially designated place for all tests administered outside of the regular classroom.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu.

Online Students

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/online/online-disability-accommodation-support/. Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu.

N.5 Drop/Add Policy

For Residential students, the Drop/Add Policy can be found here: **Residential Academic Catalog**.

For Online students, the Drop/Add Policy can be found here: **Online Academic Catalog**.

N.6 Honor Code/Liberty Way

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

For online students, the Code of Honor can be viewed in its entirety here, and for Residential students, the Liberty Way can be viewed in its entirety here.

N.7 Academic Misconduct

Academic misconduct includes academic dishonesty, plagiarism, and falsification. See The Liberty Way and the Code of Honor for Online Undergraduate & Graduate Students for specific definitions, penalties, and processes for reporting.

The posting or utilizing of resources from non-approved, external resources (i.e., Course Hero, Quizlet, etc.) is considered academic misconduct. The Honor Codes of the university would consider posting course work online as aiding in academic misconduct and using resources/sites like these would fall under "using unauthorized aids of any kind." If a student is found to have utilized resources like these, they will be reported to the University for disciplinary action. Additionally, use of such resources is also grounds for immediate denial of a student's current Gate and potential for dismissal from the BSSW program.

N.8 Academic Grievance & Appeal Process

If students have a grievance related to their coursework, they should first discuss the matter with the individual immediately involved. This principle applies to grievances related to field experience as well (more detail is available in the BSSW Field Manual). If the grievance remains unresolved or students are dissatisfied with the resolution, they should request the assistance of a professor. If a professor is the individual whom students have a grievance with, they should contact the Department of Social Work to schedule a meeting with the Chair of the Department of Social Work for assistance. If students are dissatisfied with the outcome of these discussions, they can then file their grievance(s) using the appropriate method found in the academic catalog or on the website. Students should document all proceedings.

- Students are informed of the appeal process to follow if they believe they were falsely accused of academic dishonesty in the online academic catalog:

Residential Academic Catalog and Online Academic Catalog

   It is in the **Academic Code of Honor** section under the heading: **Appeal Procedure**.

- In the academic catalogs, students are informed of the grade appeal process as well as the criteria for appeal:

Residential Academic Catalog and Online Academic Catalog

   This can be found after the Academic Code of Honor under the heading: **Grade Appeal Process.**

- Students are informed on the Liberty University website on how to file a general complaint.

When students go to this page, they can click on either the "Residential Student Advocate Office" or "Online Student Advocate Office" General University Complaint Form.

N.9 Student Input on Program Policies and Procedures

Students have multiple avenues for providing program feedback. All students, regardless of program option, may contact the BSSW program at bssw@liberty.edu to request a meeting with program staff, faculty, and leadership to discuss questions, concerns, recommendations, or complaints regarding academic and student affairs policymaking. These avenues include completing End of Course Surveys, the Program Review Survey and Group Exit Interviews (in SOWK 494: Gate 4) and engaging with the BSSW program during the academic review process and in Community Conversations. Additionally, BSSW students interested in pursuing opportunities for involvement in student government and student clubs can access more information regarding the variety of options available through the Liberty Student Government Association website.

Students across both program options are invited to have open conversations with their professors regarding concerns or suggestions for program policies impacting the academic and student affairs of the BSSW program student body. In classes and in course announcements, faculty encourage students to have these types of discussions with the BSSW program faculty (and program staff as appropriate). The discussions happen not only during synchronous classes but across all courses, in addition to the End of Course Surveys available in each course, providing opportunities for students to engage with the BSSW program in efforts of continuous improvement of the student experience.

Opportunities throughout the program for student engagement through the group exit interviews, the program review survey, and feedback discussions with faculty during courses, particularly synchronous classes, are multiple ways in which the program leverages opportunities to pragmatically model for and communicate to students how research informs practice, how practice informs research, and the importance of this cycle. Students' opportunity to engage in this cycle not only benefits current students and the program, but also directly impacts future students.

Student Advisory Council

Another example of students' opportunities to participate in academic and student affairs policymaking, which directly impacts the feedback cycle for continuous program improvement, is involvement in specific program committees.

The BSSW program at Liberty University was started by a core group of interested parties. At the time, these parties included two associate deans, one full-time undergraduate faculty member, one full-time graduate faculty member, and two community social workers. When the program director was hired, this core group of interested parties became the Social Work Advisory Council.

In 2021, the program's Social Work Advisory Council, which included BSSW leadership, faculty, and staff, along with partnering field agency representatives and students from both residential and online program options, was reformatted to better serve the needs of our students and agencies. Beginning in the 2021, the Advisory Council was separated into a Student Advisory Council and a Field Agency Advisory Council which are both held every six months. Hosted in an online/virtual format, this open forum elicits feedback

on both the implicit and explicit curriculum of the program. This reformatting has allowed for a broader student voice into program policies and procedures. Challenges, concerns, suggestions, and improvements are heard in this forum and implemented throughout the year.

V. NASW CODE OF ETHICS

The *NASW Code of Ethics* is another key set of values, principles, and standards that guide the conduct of faculty, staff, and students at Liberty University's Department of Social Work. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

As described on the NASW [website](), the *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.

2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.

5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.

6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

VI. CSWE EDUCATION POLICY AND ACCREDITATION STANDARDS (EPAS)

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS, 2015) as a benchmark to accredit baccalaureate and master's-level social work programs (Appendix D). As described on their website, CSWE supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. The Liberty University Undergraduate Social Work (BSSW) program is committed to adhering to the EPAS standards. The BSSW program is currently a CSWE-accredited program.

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge-based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (EPAS, 2015).

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes (EPAS, 2015).

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate (EPAS, 2015).

EPAS describes four features of integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level (EPAS, 2015).

Students can review the full CSWE 2015 EPAS here.

VII. APPENDICES

APPENDIX A
Residential Student Suggested Course Sequencing

SUGGESTED COURSE SEQUENCE

FRESHMAN YEAR

First Semester		Second Semester	
ENGL 101	3	Communications Elective[1] [GLST 220]	3
INQR 101	1	Critical Thinking Elective[1] [PHIL 201]	3
RLGN 105	2	Information Literacy Elective[1] [ENGL 102]	3
UNIV 101	1	SOWK 120[3]	2
Social Science Elective[1] [PSYC 101]	3	SOWK 150[3]	1
Technology Competency[2]	0-3	SOWK 250	3
SOWK 101	3	CSER	0
CSER	0	Total	15
Total	13-16		

SOPHOMORE YEAR

EVAN 101	2	BIBL 105	2
RSCH 201	3	Math Elective[1] [MATH 115 or higher]	3
Natural Science Elective[1] [BIOL 102]	3	PSYC 255	3
SOWK 260	3	SOWK 350	3
SOWK 270	3	SOWK 355	3
SOWK 294[4]	0	SOWK 365[4]	0
SOWK 300	3	Elective	3
CSER	0	CSER	0
Total	17	Total	17

JUNIOR YEAR

Cultural Studies Elective[1] [GLST 290]	3	BIBL 110	2
Information Literacy Elective[1]	3	PSYC 354	3
THEO 201	2	SOWK 431	3
SOWK 325	3	Elective	3
SOWK 370	4	Elective	3
CSER	0	CSER	0
Total	15	Total	14

SENIOR YEAR

THEO 202	2	SOWK 450	3
SOWK 410[5]	3	SOWK 470	11
SOWK 465[4]	0	SOWK 494[4]	0
SOWK Elective[6]	3	CSER	0
SOWK Elective[7]	3	Total	14
Elective	3		
Elective	1		
CSER	0		
Total	15		

Notes

All applicable prerequisites must be met

[1]Refer to the list of approved general education electives at www.liberty.edu/gened before enrolling in foundational skills requirements

[2]All students must pass the Computer Assessment OR complete applicable INFT course; refer to www.liberty.edu/computerassessment for more information

[3]SOWK 135 (Offered online only) can substitute for SOWK 120 & 150

[4]These Gate Courses house the application processes for each of the 4 program Gates. All students must apply for and be approved through all 4 program Gates to be eligible to graduate from the program.

[5]CSWE states this must be taken before or concurrently with Senior Field Experience

[6]Choose from: SOWK 425, 432, 435, 439, 495, or 497

[7]Choose a 300-400 level course from PSYC or SOWK not already required in the major

APPENDIX B
Online Student Suggested Course Sequencing

SUGGESTED COURSE SEQUENCE

FRESHMAN YEAR

First Semester		Second Semester	
ENGL 101	3	Communications Elective [GLST 220][1]	3
RLGN 104	4	Critical Thinking Elective [PHIL 201][1]	3
UNIV 104	0-3	Information Literacy Elect [ENGL 102][1]	3
Social Sciences Elective [PSYC 101][1]	3	SOWK 135[2]	3
SOWK 101	3	SOWK 250	3
Total	13-16	Total	15

SOPHOMORE YEAR

Natural Science Elective [BIOL 102][1]	3	BIBL 104	4
PSYC 255	3	Cultural Studies Elective [GLST 290][1]	3
SOWK 260	3	Math Elective [MATH 115 or higher][1]	3
SOWK 270	3	SOWK 350	3
SOWK 300	3	SOWK 355[4]	3
SOWK 294[3]	0	SOWK 365[3]	0
Total	15	Total	16

JUNIOR YEAR

Information Literacy Elective[1]	3	PSYC 354	3
SOWK 325	3	SOWK 410[5]	3
SOWK 370	4	Elective	3
SOWK 431	3	Elective	3
Elective	3	Elective	3
Total	16	Total	15

SENIOR YEAR

THEO 104	4	SOWK 470	11
SOWK 450	3	SOWK Elective[7]	3
SOWK Elective[6]	3	SOWK 494[3]	0
Elective	3	Total	14
Elective	3		
SOWK 465[3]	0		
Total	16		

Notes

All applicable prerequisites must be met

[1] Refer to the list of approved general education electives at www.liberty.edu/gened before enrolling in foundational skills requirements
[2] SOWK 120 and 150 (Offered residentially only) can substitute for SOWK 135
[3] These Gate Courses house the application processes for each of the 4 program Gates. All students must apply for and be approved through all 4 program Gates to be eligible to graduate from the program.
[4] SOWK 355 is a required on campus intensive course
[5] CSWE states this must be taken before or concurrently with Senior Field Experience
[6] Choose from: SOWK 425, 432, 435, 439, 495, or 497
[7] Choose a 300-400 level course from PSYC or SOWK not already required in the major

NACSW Statement of Faith and Practice

Tenets emphasizing Christian beliefs:

1. There is one God, who created and sustains everything that exists, and who continues to be active in human history.
2. Humanity is the highest creation of God, but rebelled against its Creator, and is in need of forgiveness and reconciliation.
3. God became incarnate in Jesus Christ, who died on the cross, who was raised bodily from the dead to reconcile human beings to their Creator, and who has promised to return personally in judgment to complete the establishment of His kingdom.
4. God works in and through people in the person of the Holy Spirit.
5. The character and purposes of God are revealed in the Bible, the Word of God, which is the basis for what Christians are to believe and how they are to live.
6. Jesus Christ calls all Christians to be a caring community and a corporate witness to faith in Him.

Tenets emphasizing human relationships and responsibilities:

7. Every individual is a person of worth, with basic human rights and essential human responsibilities.
8. The uniqueness of each human being and the distinctiveness of social groups derive from factors such as age, gender, race, ethnicity, national origin, life philosophy, family, culture, and economic and social structures.
9. Human beings are interdependent with each other and with their social and physical environments.
10. Jesus Christ is Lord over all areas of life, including social, economic, and political systems.

Tenets emphasizing vocation:

11. A dynamic relationship exists between the Christian life and social work practice.
12. Christians in social work ought not to be motivated by temporal wealth, power, or security.
13. Christians in social work ought to examine and evaluate all human ideologies and social work theories and methods as to their consistency with the Bible, their consciences, social laws, and professional codes of ethics.
14. Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions.
15. Christians in social work ought to support and submit themselves to the highest standards of professional education, practice, and ethics.
16. Christians in social work ought to use the insights of their faith in helping people, and to treat everyone as Jesus Christ would have them treated.