



**Georgian Court University**



**Social Work Program**

**Policy & Procedure Manual**

*Apollo Fountain*

*Revised: Spring 2007*

**Front Cover:** *The Apollo Fountain is located on campus. This fountain was another birthday gift for Edith Gould. It was completed in 1902. John Massey Rhind, a noted Scottish-American sculptor, created the electric-fountain sculpture. When the model was completed, it was sent to Italy and carved to specifications. The bronze figures of the statue were "cast" in a New York Foundry.*

*The massive Apollo Fountain sculpture is a huge bronze shell with a large octopus forming a chariot upon which the ten-foot high bronze statue of Apollo stands. He is driving a team of marble seahorses. The other figures are sculpted from white Istrian marble.*

*Water for the fountain is provided by Lake Carasaljo. A pump mechanism, located underneath the esplanade leading to the Sunken Garden and Lagoon, draws 25,000 gallons of water per minute from the lake. Eight sprays surround the sixty-five foot marble-rimmed basin surrounding Apollo. The sprays send the water upward, and as the sprays twist and fall, they have been likened to sheaves of wheat. Thus, Apollo Fountain is also known as "Wheat Fountain."*

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## **I. INTRODUCTION**

Welcome to the Social Work Program at Georgian Court University. You have taken the first step to becoming a member of this challenging and rewarding profession. As a B.S.W. candidate, the faculty will assist you in experiencing academic and professional growth designed to prepare you for entry into this highly diverse area of people and systems working together to enhance lives, locally and globally.

This B.S.W. Policy & Procedures Manual will provide you with information regarding academic and professional performance expected of the social work major. It includes the curriculum program and a summary of what the anticipated course sequence involves including pre-requisites in the general education offerings, as well as what the academic and professional expectations are of the social work major. The Manual provides you with the departmental policies and procedures and student rights and responsibilities as they pertain to academic and student affairs within the Social Work Program.

We strongly encourage you to familiarize yourself with its contents and to bring your questions to any of the faculty members in the Social Work Program. We want you to succeed and we feel, based on evaluative results from our alumni, agencies and field instructors, that this Program can offer a quality education that will provide you with an excellent social work career upon graduation, with success in graduate schools and Advanced Standing admissions (one-year full time matriculation instead of a two-year social work program accredited by the Council on Social Work Education).

*The Social Work Faculty and Staff of Georgian Court University*

## **II. UNIVERSITY MISSION AND MISSION AND GOALS OF B.S.W. PROGRAM**

The University is committed to the Mercy core values of Justice, Respect, Integrity, Service, and Compassion, locally and globally. These values are also reflected in the Mission of the Social Work Profession and this Social Work Program.

Catherine McAuley, founder of the Sisters of Mercy, recommended that the mutual interests of all the Sisters of Mercy would be education, healthcare, prison ministry, and social justice. Founded by the Sisters of Mercy of New Jersey and guided by the tradition established by their founder, Catherine McAuley, the Sisters established Georgian Court College as a women's college in 1922. The Sisters of Mercy are committed to the Mercy core values and present the following Mission Statement:

Georgian Court University provides students with:

- A curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers;
- An environment for the entire college community to grow through shared educational, cultural, social and spiritual experiences;
- The will to translate concern for social justice into action.

Georgian Court University is committed to the following guiding principles:

- Respect: We reverence the dignity of all persons and all life as gifts of God and strive to promote community in our world.
- Integrity: We believe that fidelity to moral principles, honesty and sincerity are the basis of trustworthiness in all encounters.
- Justice: We believe ordering of right relationships with all persons and all creation is fundamental to our advocacy for structures that protect the vulnerable.
- Compassion: We embrace the joys of sorrows of others to whom and with whom we minister and are moved to action in solidarity with the human community.
- Service: We joyfully extend our energy and resources on behalf of the poor, sick, and uneducated, working to relieve misery and address its causes where possible.

The Mission of Georgian Court University and the Mission of the BSW Social Work Program of service, values, ethics, justice, social action and change, working in the context of a global community, and the empowerment of the underrepresented is integrated throughout the Social Work Program

The Social Work Program Mission is congruent with the mission of Georgian Court University in that a liberal arts education within the context of a Roman Catholic tradition and for a special interest and concern for women is provided.

The Social Work Program goals are derived from the University and Program missions and reflect the purposes of social work education. The Program seeks to inculcate the following: a curriculum broad enough to be truly liberal, yet specialized enough to support further study and future careers; an environment for the entire college community to grow through shared educational, cultural, social and spiritual experiences; and the will to translate concern for social justice into action.

The Social Work Program at Georgian Court University is designed to educate the professional entry-level generalist social worker and is appropriate to the undergraduate level for practice. It is congruent with the purpose of Social Work education as stated in EP1.1 (CSWE).

The BSW Social Work Program Mission is:

*To educate students to become competent entry-level generalist social work professionals. The mission of the Social Work Program includes the development of students, who upon graduation, can effectively practice and lead in service delivery, locally and globally, and will continue to develop social work knowledge through the appreciation of a life-long learning process. The educational process of this BSW Social Work Program promotes integration of this content by providing content with a strong foundation in the history, purposes, and philosophy of social work as well as the knowledge, values, and skills of the profession.*

The Social Work Program at Georgian Court University is guided by the NASW definition of generalist: “a practitioner whose knowledge and skills encompass a broad spectrum and who assesses the problems and their solutions comprehensively. The generalist often coordinates the efforts of specialists by facilitating communication between them, thereby fostering continuity of care” (The Social Work Dictionary, Robert L. Barker, NASW Press, Washington, D.C. 2003, p.176).

Using this definition as a starting point, the Social Work Program defines generalist social work practice as a response to concern and need. This response involves the generalist social worker and client(s) working together to bring about enhanced functioning to systems of all sizes experiencing or creating a lack of need fulfillment. The generalist entry-level social worker is educated to work together with the client (individuals, families, groups, organizations and communities) to assess, intervene, and evaluate, using a professional knowledge base of theories and evidence-based practice, as a way of empowering systems and enhancing functioning. In order to do this, a generalist entry-level social worker must be grounded in a professional knowledge base in human development, human diversity, social systems theory and strengths perspective, the history and role of social policy in service delivery and social work practice, the significance of group membership and its influence on accessing resources, and the ability to enlarge this knowledge base through research.

In addition, the generalist entry-level social worker must be able to integrate this professional knowledge base using the skills, values and ethics of the profession in order to implement strategies that promote social justice. The generalist social worker must be prepared to assess, implement, and evaluate all systems on the micro, mezzo, and macro level and to do so while

integrating the values and ethics of its professional organization, the National Association of Social Workers, as stated in the Code of Ethics.

This means that a student graduating from Georgian Court University with a Bachelor of Social Work degree is prepared with the knowledge, skills, values, and ethics of the profession to enter any social work setting as a professional entry-level generalist social worker and assume beginning social worker responsibilities. The knowledge and skills the student learns will empower her to promote, restore, maintain, and enhance the functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use resources. In addition, the student will be prepared to plan, formulate, and implement social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities. This will be done through the use of advocacy and social or political action to empower groups on all levels to include individuals, families, groups, communities locally and globally, and to promote social and economic justice.

**The Social Work Program Goals:**

- 1. Educate students, building on the liberal arts perspective, to become competent and effective professional, entry-level generalist social workers who have integrated the history, purposes, and philosophy of social work and the knowledge, values, and skills of the profession to practice with individuals, families, groups, organizations, and communities.*
- 2. Empower students to become leaders in service delivery to impact society, create social justice, alleviate poverty, and advocate for the oppressed and disadvantaged using evidence-based social work practice with individuals, families, group, organizations, and communities, locally and globally.*
- 3. Encourage students to understand, appreciate, and pursue advanced Social Work education as a means of continuing the development of knowledge and the enhancement of professional skills and values and the pursuit of social justice.*

**The Social Work Program Objectives:**

As with every academic department within the University, the Social Work Department must develop its overall program objectives in accordance with, and building from, the overall mission of Georgian Court University.

The Social Work Program has 10 objectives derived from the program goals. The program objectives are consistent with the CSWE Educational Policy, Section 3. We expect that our foundation curriculum will prepare our graduates to achieve the following objectives in relation to the goal of competent professional practice:

Graduates demonstrate the ability to:

1. Apply critical thinking skills through the understanding and implementation of evidence-based empirical research methods. (Goal #1, #2 and #3);
2. Analyze, synthesize and formulate social policies that advance social and economic justice. (Goal #2 and #3);

3. Conduct professional, generalist practice with individuals, families, groups, organizations, and communities. (Goal #1 and #2);
4. Demonstrate a comprehension of the mechanisms of oppressions and prejudice. (Goal #1 and #2);
5. Manifest an appreciation for diverse populations displayed through professional, generalist social work practice. (Goal #1 and #2);
6. Advocate locally and globally for the alleviation of poverty and activate a movement for social justice. (Goal #2 and #3);
7. Employ knowledge of social work history for the purpose of pursuing locally and globally social justice in the contemporary world. (Goal #1 and #3);
8. Incorporate a process of self-evaluation as a means of continuous professional growth. (Goal #3);
9. Integrate the use of social work supervision as a means of enhancing professional skills and value. (Goal #2 and #3);
10. Commit to a process of life-long learning as part of professional, generalist social work practice, understanding the value base of the profession and its ethical standards and principles.(Goal #2 and #3).

These objectives are consistent with the ethics and values of the social work profession and at the same time, operate to provide a high quality of educational preparation for entry into beginning social work practice with individuals, families, groups, organizations, and communities. They are based on the unique characteristics of the program, the demographics of the population inhabiting the local service area and the Curriculum Policy Statement outlined by the Council on Social Work Education

**Non-discrimination Policy**

It should be noted that the Social Work Program conducts all aspects of the educational program without discrimination on the basis of race, color, gender, creed, age, ethnic or national origin, handicap, political or sexual orientation, and in accordance with the Affirmative Action Plan developed and adopted by Georgian Court University and Section 504 of the Rehabilitation Act. The program welcomes and encourages women and minorities as students, faculty and program personnel to add to the richness of the program, and contribute to the overall educational process of the professional social worker at Georgian Court University.

**III. SOCIAL WORK PROGRAM CURRICULUM**

The Social Work Program at Georgian Court University is comprised of the following academic courses:

Liberal Arts supporting courses	34 credits
Required social work courses	45 credits
Social Work Electives	<u>6 credits</u>
85 credits	

The student is presently required to complete 132 credits for graduation from Georgian Court University. This requirement will change to 120 credits beginning with formally accepted students in September 2007.

### **Liberal Arts Supporting Courses**

It is imperative that each social work student develops a liberal arts perspective on which to build a strong social work foundation. The liberal arts perspective enriches understanding of the person-environment context of professional social work practice and is integrally related to the mastery of social work content. A liberal arts perspective provides an understanding of one's cultural heritage in the context of other cultures; the methods and limitations of various systems of inquiry; and the knowledge, attitudes, ways of thinking, and means of communication that are characteristic of a broadly educated person. Students must be capable of thinking critically about society, about people and their problems, and about such expressions of culture as art, literature, science, history, and philosophy. Students must have direct knowledge of social, psychological and biological determinants of human behavior and diverse cultures, social conditions, and social problems.

In order to accomplish the requirements of the university, the recommendations of the Council on Social Work Education and the unique needs of an entry-level generalist social worker entering the social service matrix, the liberal arts requirements are as follows:

<i>EN111 University Prose Composition</i>	to facilitate communication
<i>HI131 Survey of American History I</i>	to develop an understanding
<i>HI132 Survey of American History II</i>	of history
<i>PL151 Philosophy &amp; Contemporary Issues</i> <i>or PL154 Bioethics</i>	to appreciate philosophical thought
<i>BI111 Life: Human Biology I</i>	to develop an insight into the biological functioning of the human being
<i>AR414 American Art or</i> <i>AR115 Introduction to Art</i> <i>or MU214 Music in the U.S. or</i> <i>MU109 Introduction to Music</i> <i>and</i> <i>Two semesters of a beginning language</i> <i>or one semester of an intermediate language</i> <i>and</i> <i>EN113 or 114 American Literature</i>	to develop an appreciation of culture
<i>RS140 Religions in America or</i> <i>RS 201 Women and Religion or</i> <i>RS231 Bible and Social Justice or</i> <i>RS313 Women and Bible or</i> <i>RS332 Peace, War, &amp; Religious Traditions</i>	to understand the impact of organized religion

*SO101 Principles of Sociology I*

to understand the social aspects of the person in environment

*PS111 Introduction to Psychology I*

to understand the psychological functioning of people

*EC180 Contemporary Economics*

to appreciate the importance of the role of economics in creating circumstances that impact everyday life

*PO211 American Politics & Gov't*

to understand the dynamics of politics that impact policy

All of the above designated courses are required and work together to develop the necessary liberal arts perspective on which to build the social work foundation. In the case of transfer credits, courses will be evaluated individually using articulation agreements where possible, or course syllabi and/or text to determine appropriateness to meet the requirements for the liberal arts foundation. (See section in this Manual under *Transfers* on page 16) The Program Director is ultimately responsible for this decision.

**Required Social Work Courses:**

*SW203 Introduction to Social Welfare*

*SW253 Majority-Minority Relations*

*SW295 Communication Skills*

*SW305, 306 Human Behavior in the Social Environment I & II*

*SW310 Social Work Research*

*SW313 Social Work Practice I*

*SW323 Social Policy*

*SW390 Junior Field Education*

*SW414 Social Work Practice II*

*SW440 Advanced Policy and Social Work Practice*

*SW496 Senior Field Education*

*SW497 Advanced Senior Field Education*

*SW Electives (any 2 courses from Course Catalog)*

### **Field Education**

Field Education is an integral part of preparation for professional entry-level generalist social work practice. The Field Education integrates field experience with a weekly Integration Seminar specifically for the purpose of applying classroom information with the social work practice of field. Social work agencies provide the Field Education experiences and are located off campus. A total of 525 hours is required of all Social Work majors: 125 hours in the junior year (3 credits) via SW390 Junior Field Education and 400 hours in the senior year (12 credits) via SW496 Senior Field Education—6 credits/one semester/200 hours and SW497 Advanced Senior Field Education -6 credits/one semester/200 hours. It is required that students select different agencies for the junior and senior year to ensure a broad and varied experience in the field. No previous or current social work experience will receive credit toward these hours. No work-study programs where a student is employed will be considered. Only matriculated Social Work majors who meet specified requirements may register for Field Education. **Students who have not completed these requirements will not be able to register.**

### **Field Education Expectations Prior to Entering Field**

*SW390 Junior Field Education*

*SW496 Senior Field Education*

*SW497 Advanced Senior Field Education*

All students will be required to have liability insurance, which will be obtained through the University. A lab fee will be charged.

Students must have their field instructors, acting on behalf of the agency, sign the *Agreement of Cooperation Regarding Field Placement for Georgian Court University's Bachelor of Social Work (BSW) Student*; and, students as well as their field instructors must sign the *Social Work Field Education Contract* prior to starting the field experience. The signed *Agreement* and the *Contract* must be returned to the Field Coordinator at least one week before beginning the Education. Also, the *Field Information* form must be filled out by the students and given to the Field Coordinator the first week of their Integration Seminar. These forms are located in the Field Manual.

### **SW390 Junior Field Education**

Junior Field Education provides entry level generalist social work experience in a social work agency, institution, or department selected to enhance the student's academic experience and to afford the student the opportunity to learn how to apply theory to social work practice situations. The student will have the opportunity to observe the professional social worker's role in the helping process, to have direct contacts in agencies with a variety of individuals, groups, and community agencies, organizations, and/or resource workers, to learn some beginning social work skills, and to share experiences with other students in the field via the weekly Integration Seminar which will be held on campus.

The student will be expected to develop a beginning sense of self-awareness of her/his own part in the helping process, perform the agency functions assigned at a minimal level, and put into practice the skills of the beginning social worker. The intention of the course is to develop

competence in advocacy, resourcing and brokering, and a beginning understanding of human diversity.

Juniors in *SW390 Junior Field Education* fulfill their fieldwork requirements in one semester. The placement requires approximately 10 hours per week for a total of 125 hours.

Juniors in Field Education are responsible to a Field Instructor with whom they will meet for supervision on a weekly basis. Also, juniors meet in small Integration Seminar groups with a faculty member in addition to the 125 hours spent in the agency. These groups give the students the opportunity to share new knowledge, insights, awareness, and reactions to their new field education with their peers and the faculty. The integration professor who facilitates this group integrates classroom experience with the Field Education experiences and develops assignments designed to measure competence in the course objectives.

### **SW496 Senior Field Education and SW497 Advanced Senior Field Education**

Senior Field Education is designed to provide the student with the opportunity to further integrate and apply knowledge and theories learned in the academic courses to actual social work practice. By the completion of *SW497 Advanced Senior Field Education*, the student is expected to perform at the B.S.W. level of a new staff member in the agency. It is expected that the student will develop greater insight into her/his own value orientations and feelings about people and the problems which they bring to social work agencies. In addition, emphasis is placed on the social work services occurring in a multitude of systems, and the knowledge and skills necessary to work with these.

Seniors meet in a small Integration Seminar group on a weekly basis in addition to the 400 hours spent in the agency over two semesters.

Seniors are responsible to a Field Instructor and will meet weekly for at least one hour per week for private supervision. *SW496 Senior Field Education* and *SW497 Advanced Senior Field Education* are expected to be completed in two semesters with the student averaging 15 hours per week in the social service agency. The student is responsible for insuring sufficient time management for this Field Education experience.

Specific pre-requisites for Field Education are located in the current undergraduate catalog and are clarified during the advisement process.

### **Integration of Curriculum and Field Education**

Concurrent classes, Integration Seminar, and Field Education in certified agency settings give the student the opportunity to apply the academic lessons of theory to social work practice, to share knowledge with other students and faculty of the social work roles and functions, and to engage in problem solving with other students and professionals. The combination of cognitive learning and social work behavioral experience fits together for an intensive, comprehensive learning experience.

In these three areas, the student is expected to integrate and apply the theoretical concepts of social work, as well as the values and ethics, skills and knowledge inherent to the profession.

This begins with the application of the beginning social work courses in *SW390 Junior Field Education*. It culminates with the more advanced social work practice courses and the integration of Senior Field Education and Advanced Senior Field Education.

The Social Work curriculum is designed to offer *SW323 Social Policy* simultaneously with *SW497, Senior Field Education* and *SW440 Advanced Policy and Social Work Practice* simultaneously with *SW497 Advanced Senior Field Education*. It is not recommended that the student take more than 15 credits during either *SW496 Senior Field Education* or *SW497 Advanced Senior Field Education*.

### **Integration of Field Education and the Profession**

The Field Coordinator (a full-time faculty member) serves as a pivotal link between the curriculum, the Field Education, and the student. The Field Instructors are selected in accordance with standards that comply with the Council on Social Work Education. Throughout Field Education, students are encouraged to participate in professional seminars, workshops, and meetings and remain linked to the social work faculty in the Social Work Program.

### **Field Education Opportunities for Placement**

The Social Work Program offers juniors and seniors certified social service agencies as established by standards recommended by the Council on Social Work Education. The Program attempts to offer a variety of opportunities for all students and is always willing to receive suggestions and requests from agencies to apply as a certified Field Education site.

### **Policies and Procedures**

Details of the Field Education process, mutual responsibilities, and policies and procedures are contained in the Field Education Manual. This manual contains important information and forms that the student will need to use in her/his field experience throughout the junior and senior years of the Social Work major. This manual is on the University web site at <http://www.georgian.edu/socialwork/index.html> and is available on a CD ROM distributed by the Social Work Program. Each student is responsible to thoroughly review this information.

### **Social Work Course Restrictions**

The following courses are restricted to matriculated Social Work majors only (no other students will be admitted).

*SW295 Communication Skills in Social Work*

*SW310 Methods of Social Work Research*

*SW313 Social Work Practice I*

*SW390 Junior Social Work Experience*

*SW414 Social Work Practice II*

*SW440 Advanced Policy and Social Work Practice*

*SW496 Senior Field Education*

*SW497 Advanced Senior Field Education*

### **Minor in Social Work**

Students at Georgian Court University who choose to enhance their particular major with Social Work courses without declaring a major in Social Work may do so by declaring an 18-credit minor in social work. The following courses constitute a minor in Social Work:

The 5 required courses are:

*SW203 Introduction to Social Welfare*

*SW253 Majority / Minority Relations*

*SW305 & SW306 Human Behavior and the Social Environment I & II*

*SW323 Social Policy*

Electives include one 3-credit course from below:

*SW/SO251 Family Systems*

*SW 213 Special Topics*

*SW311 Seminar in Social Problems*

*SW361 Mental Health*

*SW416 Organizing for Social Justice*

or any Gerontology course

The minor in Social Work will provide students with a theoretical understanding of the strength in diversity and the dynamics of oppression and discrimination in all areas of life. The student will gain knowledge of the change agents needed to turn a concern for social justice into action, both locally and globally.

Students choosing to minor in Social Work are requested to meet with the Program Director for the purpose of explaining how a Social Work minor enhances a degree in one of the human services; students are made aware that they will not be graduating with a degree in Social Work nor may they define their role as a professional social worker once employed.

### **Credit for Work and/or Life Experiences**

Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the Field Education experience or of the courses in the professional foundation areas. This policy is consistent with both Georgian Court University and the Council on Social Work Education's Accreditation Standard AS 5.2.

Work-Study Field Education Experiences/ a field placement in an agency in which a student is employed is discouraged for a number of reasons. In the event that a student is placed in their place of employment she/he must have a different student role from the work role, have a different BSW/MSW supervisor, and physically be in a different building or sit at a different desk. Hours that the student is in the field role cannot be used as work hours.

### **Transfer of Credits**

A student may transfer social work course credits from another CSWE-accredited undergraduate BSW program if the student can demonstrate that to repeat such a course(s) would be a

duplication of the content and the social work professional values and ethics perspective. Each student's situation is evaluated on a case-by-case basis.

A student may transfer a social work elective from a community college provided there are existing articulation agreements between Georgian Court University and the community college. The student may determine the status of the articulation agreement by going to [www.njtransfer.org](http://www.njtransfer.org).

The student may not transfer more than 9 credits in social work major courses and may not transfer in the major practice courses or Field Education courses: *SW295 Communication Skills in Social Work*, *SW313 Social Work Practice I*, *SW414 Social Work Practice II*, *SW390 Junior Field Education*, *SW496 Senior Field Education*, and *SW497 Advanced Senior Field Education*.

Only courses with a grade of "C" or higher will be accepted. The student can expect the following information will be requested if she/he chooses to request acceptance of a transfer of credits from a social work major course:

- Official transcript of course(s) taken from an CSWE-accredited undergraduate BSW program,
- Course description of the course(s) identifying major points and objectives addressed,
- Course outline (if possible),
- Any written assignments on the part of the student (if possible).

The Program Director reserves the right to make the final decision on what courses may be transferred.

#### **IV. ADMISSION TO THE SOCIAL WORK PROGRAM**

A student can declare a major in Social Work once she/he has been formally accepted as a matriculating student at Georgian Court University. The student can do this as early as the freshman year.

It is the consensus of the Social Work faculty, Advisory Board, and Field Instructors of Georgian Court University that the profession of social work calls for characteristics above and beyond academic mastery and intellectual capacity. We believe professional characteristics should be present that would create a suitable candidate for the Social Work major. Graduating professionals must be academically, behaviorally, and ethically suitable for the profession.

It is vital for the student to understand that no distinction exists between class work and fieldwork/internship performance. Professional behavior, especially in the field practice setting is an academic requirement not to be delineated from the educational component of the B.S.W. program (Cole & Lewis, 1993, p. 150-159). **Therefore, academic performance AND professional performance are included in the term "Academic Standards" in this professional program.**

The Social Work Program has identified characteristics that demonstrate proficiency in these "Academic Standards". These characteristics will be identified as **Academic Standards for**

**Admission and Retention** and will include the following criteria that a student intending to graduate as a professional social worker from Georgian Court University's Social Work Program must demonstrate:

**Academic Standards for Admission and Retention:**

1. The student must maintain an overall GPA of 2.5 prior to entering *SW390 Junior Field Education* and a 3.0 GPA in Social Work required courses prior to entering *SW496 Senior Field Education*;
2. The student must demonstrate sound written communication skills which are evidenced by essays, course term papers, weekly assignments throughout the academic experience, and satisfactory scores on the Accuplacer (80) and WritePlacer Plus (8) Examination prior to entering *SW496 Senior Field Education*;
3. The student must demonstrate sound verbal communication and interpersonal skills sufficient to provide the foundation for professional interaction which is evidenced by demonstrated ability to establish and maintain constructive, purposeful relationships with clients, faculty, coworkers, and peers;
4. The student must demonstrate a level of commitment to her/his education and profession which is evidenced by consistent attendance, completion of assignments, classroom participation, and community service/ service club involvement including student governance;
5. The student must demonstrate a professional readiness for work with clients and colleagues in a professional context which is evidenced by an adherence to the Code of Ethics (NASW), a level of self-awareness that can support professional practice, and the ability to advocate for self and others in an appropriate and responsible manner;
6. The student must demonstrate emotional and mental stability that provides for sound judgment and performance in the program as well as the practice of social work which is evidenced by behaviors in the classroom, Field Education, and with peers that indicates a compliance with program policies, institutional policies, and the Code of Ethics (NASW).

**Initial Admission Criteria:**

Upon consideration for admission to the Social Work Program, the student must have a 2.0 G.P.A. in liberal arts courses taken at Georgian Court University or at any other accredited college. Once the student is admitted into *SW203 Introduction to Social Welfare*, she/he will be provided several opportunities to identify her/his career goals and fit with the major and profession of Social Work based on the Academic Standards for Admission and Retention criteria noted above.

Upon completion of *SW203 Introduction to Social Welfare* with a grade of "C" or higher, the student is formally admitted to the Social Work Program and is advised by written correspondence from the Program Director.

**Ongoing Assessment of Academic Standards:**

The process of assessing appropriateness of fit with the major and profession of Social Work is a dynamic work-in-progress and can involve the student, her/his advisor, the Social Work faculty, the Program Director, the Field Coordinator, and Field Instructors. The assessment process is

continual and is designed to achieve the maximum potential of the student with an involved mutual decision-making between the Social Work faculty and the student.

The meeting between the student and her/his faculty advisor provides both parties with the opportunity to assess academic progress through the major and appropriate fit for the profession based on the criteria noted above and begins during the semester the student is enrolled in *SW203 Introduction to Social Welfare*. This progress is documented on the Student Advisement Form with each semester meeting. This form is located in Room 115-B and in Appendix 6 of this Manual.

Feedback is provided to the student throughout the academic and experiential learning opportunities by the course instructor, faculty advisor, Field Coordinator and Field Instructor so the student may assess her/his professional commitment to social work and her/his progress towards graduation (e.g. the assessment of the student's values and attitudes, identification of professional performance behaviors that need attention, development for field education, and a consideration of special interests and client populations with which she/he prefers to work). The student's feedback and reflection on these assessments is crucial to the dialogue during these discussions as it reflects self-awareness and introspection on her/his strengths, limitations and preferences and the compatibility of these characteristics with the profession of social work.

**Process:**

Initial meeting with Program Director:

Once a student is formally accepted as a matriculating student at Georgian Court University, she/he may declare a major or minor in Social Work by requesting a *Change of Major/Minor* form which can be found in the Social Work secretary's office, Room 115-B in the Arts & Science Center and in Appendix 6 of this Manual. Once this form is received, the secretary will schedule a mutually convenient time for the student and the Program Director to meet.

During this initial meeting, the Program Director will convey information providing the student with an overview of the comprehensive education she/he is about to begin. The following information and materials are presented to the student:

- Program mission, goals and objectives,
- Academic Standards for Admission and Retention,
- Pre-requisite liberal arts courses,
- Sequencing of the courses based on the 4-year academic map,
- Student opportunities, on and off-campus,
- Social Work Program Policy & Procedures Manual
- *Choices-Careers in Social Work* by NASW
- NASW Professional Credential Pamphlet
- NASW student application form

If the student's G.P.A. is 2.0 or higher, the individual is accepted into the major as a potential candidate. Prior to entering *SW203 Introduction to Social Welfare*, the student is requested to meet the pre-requisite courses of *SO101 Introduction to Sociology* and *H1131 American History I*.

The student is advised of the academic grade point requirements in the social work major as well as how she/he may access her/his course grades online via Blackboard available through the Georgian Court website: [www.georgian.edu](http://www.georgian.edu). The student is advised of her/his right to review her/his file provided a faculty member or the secretary is available to access the student's files. No student assistants are permitted to access these records which are kept in locked files (See *Privacy of Record*, page 26 of this Manual).

The necessary paperwork for the university is completed by the Program Director and the student (New Student Advisement Form located in Appendix 6 of this Manual). It is then sent to the Registrar's office identifying the student as a social work major and, if there was a previous major, the former chairperson's signature is requested on this form to allow all paperwork/transcripts to be forwarded to the Program Director of the Social Work Program. The student is introduced to the departmental secretary and the student assistant(s), a tour of the department is provided and the student is advised how to reach the advisor and departmental secretary via telephone or email whether she/he is on or off campus. The student is assigned a faculty advisor from the Social Work Program who will assist and guide the student from entrance into the program through all course and field work to certification for graduation.

When pre-requisites are complete, the student's GPA has not dropped below 2.0, and the student and faculty advisor agree the student is academically ready to begin the social work required courses, the student will be advised to register for *SW203-Introduction to Social Welfare*. This course is generally taken sophomore or junior year (depending on when the social work major is declared).

### **Academic Advisement**

The advisement process is a critical piece of the academic experience, insuring a smooth matriculation process and appropriate planning to optimize the success of the undergraduate Social Work major. The advisement process is designed to enable students to reach their potential by providing a supportive network within the Program. The faculty advisor, using a strengths perspective, provides the student with direction and encouragement in both classroom and field practicum opportunities.

It is vital for the student to understand that no distinction exists between class work and fieldwork/internship performance. As noted on page 17 of this Manual, professional behavior, especially in the field practice setting is an academic requirement not to be delineated from the educational component of the B.S.W. program (Cole & Lewis, 1993, p. 150-159). Therefore, the term "Academic Advising" includes all aspects of the educational component of the B.S.W. program.

The faculty advisors are readily available at any time during the semester to answer any questions, discuss any issues or deal with any academic problems that may arise. The student does not have to wait until the advising period prior to course registration to meet with a faculty advisor. To do this, the student should contact her advisor by checking office/advisement hours on each professor's office door. An appointment may be scheduled directly with the faculty advisor or the Department Secretary will assist in scheduling a meeting. It should also be noted that each student has access to the campus wide e-mail network, and can, at any time, leave a

message or ask questions. The advisor's office numbers are listed in the Appendix of this Manual. All Social Work Program advisors have voice mail on their office extensions to facilitate leaving a message. The office locations, telephone numbers, and university email address of the Social Work Faculty and staff are located in Appendix 3 of this Manual.

One of the major objectives of all advisement meetings is to examine the appropriateness of the student's choice of social work as a career. Students are encouraged to explore their motivation for a career in social work at these meetings, which helps build and allow for self-awareness and introspection. Each meeting also enables the faculty advisor to assess the student's progress towards graduation by discussing the Academic Standards for Admission and Retention criteria articulated in this Manual. Informal discussion pertaining to performance criteria are used to help the student affirm her/his choice of social work as a profession. This is primarily a preventative step, which allows students to build upon strengths and resolve problematic areas.

The faculty advisor is responsible for guiding the student through the process of being formally accepted to the department as a major, into Field Education, and through certification for graduation. Should the student fail to progress adequately, the faculty advisor will assist in recommending remediation and developing a Formal Remediation Contract with the student (Appendix 3). Recommendations and remediation can include: attending the Academic Development Center, recommending counseling and/or supportive services, considering postponement of Field Education, requesting a medical leave of absence (if applicable), withdrawing from the Social Work Program. Each student has full access to the Program Director to help resolve any unique or unusual issues. The process for remediation is explained in detail under *Policy for Student Review of Student Performance*, page 31 in this Manual.

The student has the opportunity to complete an Advising Evaluation Form after every Advising Appointment with her/his faculty advisor. This evaluation is anonymous and is retained with the Dean of the School of Sciences and Mathematics for the semester. At the completion of the semester, the summary is return to the Program Director and to the faculty advisor as part of Program Renewal.

**Process:**

Each semester, notices of Advising and Registration dates are posted on the bulletin boards of the Social Work office. The Social Work calendar (located in the Social Work offices) is also marked with advising and registration dates, as well as the monthly university calendar. It is also noted on Blackboard under SW announcements.

Because all course registrations are done online and Advising Appointments are scheduled prior to the release of courses being offered, the faculty advisor cannot assist the student in the actual process of course registration. The purpose of the Advising Appointment is to guide the student towards selecting the appropriate course based on that particular student's progress towards graduation. It is strongly recommended that the student be familiar with the progress to date utilizing the *Academic Standards for Admission and Retention* criteria noted in this Manual under *Admission to the Social Work Program*, on page 17 prior to meeting with her/his faculty advisor. The student should also be prepared to discuss her/his special interests as they relate to Field Education sites and special interests as this topic will be raised by the faculty advisor.

Topics discussed will be noted on the Student Advisement Form (Appendix 6 – Forms). The faculty advisor and the student are required to sign and date the Student Advisement Form prior to the student proceeding to online registration. Any formal remediation contracts or Requests for Student Review developed during this meeting are sent to the Program Director with a copy retained in the student file.

**It should be noted that the student is responsible for her/his program of study which is explained to the student at the first advisement meeting.**

### **Accuplacer/Writeplacer Plus Examination**

This test, which requires a fee each time it is taken, assesses the student's composition skills and her/his ability to communicate in standard written English. It is requested to be taken as soon as possible after formal acceptance as a social work major. The student is encouraged to take a tutorial session offered, for free, from the Academic Development Center prior to taking it and must schedule an appointment with the Academic Development Center prior to this and/or taking the test. This test must be taken at least one time prior to entering *SW390 Junior Field Education* and the student must have successfully attained a score of a score of 80 on the *Accuplacer* and a 6 on the *Writeplacer Plus* (essay) prior to entering *SW496 Senior Field Education*.

Prior to taking the test, the student must complete a *Request for Accuplacer Form* which is located in Room 115-B and in Appendix 6 of this Manual. The student must make an appointment with the Academic Development Center to take the test and the form must be presented by her/him upon arrival..

If the student score is 79/7 or less, it is the responsibility of the student to access the Academic Development Center to arrange for tutorial services or to make other plans for addressing the situation. Student Support Services is another source of remediation if the student meets the criteria for service. The Director, Academic Development Center and the Communications Instructor, in Student Support Services are most knowledgeable and understand the dynamics and purpose of Accuplacer as well as the skills needed for entry-level social work practice. The Social Work faculty members are in regular contact with said parties and monitor each student's progress. If special circumstances are identified, they may suggest accommodations, which will optimize the student's potential to pass. Each student can take the Accuplacer Sentence Skills Test and WritePlacer Plus as many times as it takes to pass but before entering *SW496 Senior Field Education*. It is strongly recommended that the student receive assistance prior to re-taking either of the tests: this is communicated to the student by the faculty advisor at the first advisement meeting. Those students involved in The Learning Center (TLC) program should access their identified counselor to work in conjunction with Student Support Services to optimize their potential to pass this exam.

In another attempt to provide insight into the student's selection of social work as a major, she/he will be requested to complete the "Do What You Are" Online Inventory offered by the Career Counseling Center. The purpose of this inventory is to provide insight regarding the student's interests, strengths, and limitations and how to utilize this information to get the most positive

experience from the academic journey and eventually, from the chosen profession. The inventory is purely informational and will also be helpful in guiding the student with future decisions regarding choice of placement and possible areas of practice. The student's faculty advisor will utilize this information in helping the student maximize learning experiences and select SW electives and agency sites for Field Education. The results of these inventories are purely informational and in no way inhibits acceptance to the program.

This inventory is explained to the student in *SW203 Introduction to Social Welfare* by the Director of Career Development. The student is then instructed to take the inventory online on her/his own and bring the results back to the class where a question and answer period is provided by the same director. The student is to submit a copy of the Learning Orientation section of this inventory to the professor of *SW203 Introduction to Social Welfare* who submits it to the Field Coordinator. The Field Coordinator will use those results to aid in field education placements in an attempt to match student-learning styles with field instructor learning styles. Field instructors will have taken the same online inventory in the Orientation to Field Education Seminar.

### **Community Service**

The profession of Social Work is committed to the enhancement of human well being and to the alleviation of poverty and oppression. As a Social Work student, this commitment extends beyond the general academic requirements and it is expected that each student find a way to be of service to the community. Community may be defined broadly to encompass local geographic community, county, state, national or international areas, the university community, the Social Work Club experiences, church or religious involvement, etc. The goals are to broaden the student's interest and knowledge, to encourage the student to give of herself/himself appropriate to the level of education experienced and to demonstrate that social work values and ethics of the profession extend beyond the academic experience. It is the hope of the department that this is incorporated as part of the personal/social persona of the individual. The Program's admission process evaluates this experience as the student moves from the status of social work major candidate to formal acceptance. The fact that this information will be used is explained to the student in the Social Work Majors Meetings each year and in the initial advisement meeting. This information is also incorporated as part of reference information provided by Faculty on behalf of students for potential employers and graduate school admissions committees

As a student social work major attending Georgian Court University, there are multiple opportunities to become involved in community service. The following is a list of current projects but is not exhaustive and the Program Director should be consulted for new projects developing each semester:

Habitat for Humanity – Ocean County Chapter, NJ

Lakewood Hispanic Project – Catholic Charities, Lakewood, NJ

Our Lady of the Angels Needs Assessment – Service Learning Department  
Trenton, NJ

Ocean County Homeless Project – Minister S. Brigham, Ocean County, NJ

Tutoring/Homework Help Project – Lakewood Public Library and  
Clifton Avenue School, Lakewood, NJ

Women's Forum – Social Work Program, GCU, Lakewood, NJ

Walk for the Cure – American Cancer Society, Ocean County, NJ

Walk for Muscular Dystrophy – Ocean County, NJ  
American Heart Association Walk – Ocean County, NJ  
Food Bank Project of Ocean/Monmouth County – Soup Kitchen, Asbury Park, NJ

### **Adding or Deleting a Course**

A student can add and/or drop courses during the first week of the fall or spring semester. A student who withdraws from courses between the second and tenth week of either the fall/spring semester will receive grades of “W” on her/his record. A student who withdraws from the course after the tenth week of the fall/spring semester will receive grades computed on the basis of all work completed and not completed at the end of the semester. A student requesting to add/drop a course from any other session must consult the Registrar webpage at [www.georgian.edu](http://www.georgian.edu). The student must follow published procedures for change of program and pay any designed change of program fee. Nonattendance or verbal notification, in a semester for which the student has registered, does not constitute an official withdrawal.

### **Declaring a Minor or a Double Major**

It is not uncommon for a student Social Work major to declare a double major or minor. While the BSW curriculum is rigorous and extensive in terms of requirements, it is possible with careful planning to accommodate the necessary arrangement depending on when the decision is made.

BSW students are encouraged to pursue political science, Spanish, criminal justice, gerontology, psychology, or women's studies as a possible minor. The faculty advisor will assist students in exploring these choices and refer the student to the appropriate Program Director for further information. The student will be responsible for contacting the necessary program representatives of the selected minor or major to discuss and understand the requirements of that field. The Social Work faculty advisor will assist the students to integrate the necessary course work at the same time as she is fulfilling social work requirements. The Adding a major/minor form is located in Room 115-B and in Appendix 6 of this Manual.

### **Independent Study**

Independent Study is designated to accommodate the student, on an individual basis, who desires to pursue a particular area or facet of social work not generally included in the curriculum. This course is intended for the advanced student who has demonstrated high achievement in previous work. The Social Work Program, in compliance with the University policy regarding Independent Studies, requires that:

1. The Independent Study is not given for a Social Work course being offered during the current year unless the student's faculty advisor confirms that the course is needed to meet graduation requirements and if there is an unresolved schedule conflict and the student is a graduating senior.
2. The Independent Study will not be offered for fewer or more credits than listed in the catalog.
3. The Independent Study is not considered complete until the Registrar and the Dean of the School of Sciences and Mathematics have received the

necessary paperwork and grade(s). At that time, the Office of the Registrar will enter the grade on the academic record of the student(s).

**Process:**

The student and the course instructor must complete the Application Form located in the Office of the Dean of the School of Sciences and Mathematics (Appendix 6 of this Manual). , secure all necessary signatures, and file the form in the Office of the Registrar before the close of the Add/Drop period.

The course instructor must obtain an Evaluation Form from the Office of the Dean of the School of Sciences and Mathematics and complete the form at the end of the course in collaboration with the student(s) involved in the Independent Study. This form is also filed in the offices of the Dean and the Registrar when grades are due. A copy of the final exam or project should be filed in the Office of the Dean and the Program Director.

**Incomplete Grade**

Should the student be unable to complete the required course work during the regular academic semester due to serious illness or unusual unforeseen circumstances the student is required to request an “Incomplete” as a temporary extension of the semester. To receive this extension, the student must submit the “Request for Extension” form to the course instructor and the Dean of the School of Sciences and Mathematics for approval. This form is located in Room 115-B and in Appendix 6 of this Manual. This request must be made prior to the start of the final assessment. At the end of the semester extension, if the instructor does not submit a final grade to the Registrar, the student will automatically receive an “F” for the course unless the course instructor submits a different grade, based on work previously completed. The semester extension period must be referenced on the Registrar web pages and the “Request for Extension” form as it varies depending on the length of the semester.

**Academic Support**

The Social Work Program recognizes that each student comes with personal as well as academic strengths and challenges. Given this understanding, mechanisms are in place to support the student as individual needs are identified. If the student and/or faculty member identifies a potential problem in an individual class, extra time may be spent by the instructor reinforcing the knowledge and skills necessary in that subject area.

Referral to Student Support Services is also an option. Student Support Services (located in the Casino - 2nd Floor) is designed to diagnose problem areas (i.e., study habits, content, etc.) and offers individual tutorial services, small group instruction, skills training, and academic counseling. The Social Work faculty works closely with Student Support Services providing a team effort in supporting the student. A student must meet eligibility requirements prior to receiving assistance from Student Support Services.

The Academic Development Center provides group and individual tutoring services for any student who requests it. Located in Raymond Hall, this Center requests the student make an appointment to schedule an assessment of needs. The student can be tutored by a professional tutor or by volunteer students who have been carefully chosen by the Director of the Academic Development Center.

Counseling Services are available. Should the student's academic and/or professional performance be threatened as a result of personal circumstances, referral can be made to the Counseling Services who can provide individual and group counseling to facilitate the student's personal growth and stability. When appropriate, outside referrals for counseling are made through this office.

The Educational Opportunity Fund (EOF) provides services, tutoring and counseling for any New Jersey student from an educationally disadvantaged background with exceptional financial need.

The Learning Center (TLC) is an assistance program designed to provide an environment for students with mild to moderate learning disabilities who desire a university education. This program is not one of remediation, but a program to assist candidates in becoming successful university students and earning a baccalaureate degree. Emphasis is placed on developing self-help strategies and study techniques. Any BSW student who knows or suspects that she/he may have some type of learning disability is encouraged to contact The Learning Center. It is mandated that accommodations must be made for any student involved in this program.

Every effort will be made to support each student and provide necessary assistance as individual needs require. If all remediation does not enhance the student in successful matriculation through the program, the student will be supported and assisted in finding an alternate educational path. The Program Director will assist the student in evaluating her/his goals and help to develop an alternative to the Social Work major.

## **V. STUDENT RIGHTS AND RESPONSIBILITIES**

The Social Work Department feels strongly that student rights must be upheld, protected, and that the student must advocate on her/his own behalf. Each student should make her/himself fully aware of the Review and Appeal Procedures and activate the process when necessary. The Social Work Faculty is prepared to assist any student with due process should she/he believe her/his rights have been violated.

### **Privacy of records**

In compliance with Section 438 of the General Education Provision Act, Family Educational Rights and Privacy Act (FERPA, 1974), the Social Work Program and Georgian Court University lists the following categories of information which are considered *directory information*:  
*Student's name, address, telephone, email address, enrollment status, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.*

The Social Work Program as well as Georgian Court University may release this information to inquirers (e.g. field instructors, prospective employers, graduate school(s) or in news releases. Students who do not wish to release any or all of the above information must submit a request in

writing to the Social Work secretary as well as to the Office of the Registrar. This request submitted annually must state which items or information they wish withheld from disclosure.

The Solomon Amendment (effective October 23, 1998) states Georgian Court University must fulfill military requests for student recruiting information. Failure to comply may result in the loss of various forms of federal funding and Federal Student Aid. Under the Solomon Amendment, *recruiting information* includes but is not limited to:  
*Student name, address, telephone number, date of birth, place of birth, class, major, degree(s) received and educational institutions attended.*

Under FERPA, students may request that *directory information* be withheld. This protection will be honored under the Solomon Amendment. Any student who wishes to have *directory information* withheld should request a “no release” as described above.

The Social Work faculty and staff have access to student’s record which are kept in a locked file in Room 115-B. If a student wishes to review her/his file, a written request must be presented to the Social Work secretary prior to it being released. No student assistant in the Social Work office may release a file to another student or view another student file. Keys to the locked files are held by the Social Work Program secretary.

### **Students with special needs and/or disabilities**

The Social Work Program is committed to providing equal opportunity for academically qualified students in an atmosphere free of bias and discrimination toward any group, including persons with disabilities. Staying consistent with the Georgian Court University policy, the Social Work Program abides with the Americans with Disabilities Act to provide barrier-free access to the learning environment and is dedicated to the vision of access, retention, and success for all members of our community who wish to pursue the educational opportunity of a B.S.W. degree.

Furthermore, in accordance with the American with Disabilities Act of 1990 (Disabilities Act) amendment to the Rehabilitation Act, “an individual with handicaps does not include an individual who is currently engaged in the illegal use of drugs...”

The Social Work Program and the University will offer reasonable accommodations for those persons who are able to certify they have a disability. To qualify for an accommodation under the provision of the Americans with Disabilities Act (ADA), a disabling condition must represent a major obstacle to the student’s ability to effectively participate in the learning environment/process. The goal of reasonable and appropriate accommodation is to level the playing field by making the facilities and learning process equally accessible.

The Social Work Program has established the following guidelines for students with special needs:

1. The student must meet the Academic Standards for Admission and Retention as defined on page 17 in this Manual for participation in the program despite her/his special needs;

2. The Program cannot lower or modify its Academic Standards for Admission and Retention to accommodate a person with special needs;
3. The Program will not use testing methods or criteria that adversely affect the student with special needs. Reasonable accommodation for outcome measurement of performance criteria will be offered to the student at the recommendation of The Learning Center;

Because the B.S.W. degree requires academic and *professional* performance standards (sometimes referred to as *technical* standards in legal jargon), the Field Coordinator will routinely educate Field Education agencies concerning needs of students with disabilities. The Field Coordinator advocates for agencies to meet the special needs of students and always assesses for their abilities to accommodate disabled students. Any student with a qualified special need/disability should make an appointment with the Field Coordinator early in her/his decision to declare a Social Work major to discuss the possibilities in the selection of a Field Education site.

The student is responsible for sharing information about her/his special needs/disabilities with her/his Field Instructor. The faculty of the Social Work Program respects the rights of the student to determine what information will be shared with the Field Education site however, if the Field Coordinator believes that the student's disability might preclude services to clients, the Field Coordinator reserves the right to advise the Field Instructor of the student's disability.

### **Attendance Policy**

In order for the student to fully participate in the educational experience, she/he must attend class regularly, complete all required readings, and submit assignments on time. No assignments will be accepted late. Because of the teaching methods employed, it is imperative for the student to maintain regular attendance as defined by each professor and stated in each course syllabi. Excessive absences can result in a lowering of the final grade, excused or otherwise, as a result of the student's inability to accomplish the necessary academic mastery of the subject material. Should an emergency arise, please speak to the course instructor as soon as possible so alternate arrangements can be made, if this is possible.

### **Academic Integrity Policy**

As representatives of the profession of Social Work, we understand integrity and honesty are necessary characteristics of the professional social worker. The profession requires individuals of a moral community with ethical convictions. As such, academic integrity is essential to the pursuit of truth and knowledge and the credibility of this profession. The principles of academic integrity demand the commitment of all persons of the Social Work Program including faculty, staff, and students. Academic dishonesty is viewed as a serious offense and cannot be tolerated.

Academic dishonesty usually refers to forms of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Such dishonesty consists of, but is not limited to:

Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication: Falsification or invention of any information or citation in an academic exercise or in Field Education.

Plagiarism: Knowingly representing the words or ideas of another as one's own in any academic exercise.

Stealing: Unlawfully appropriating common academic resources.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another to violate any provisions of this code.

The Social Work Program's Academic Integrity Policy is as follows:

1. A course instructor who perceives or is informed of alleged academic dishonesty shall initiate the process of determining the student's guilt or innocence by first informing the student. If necessary, the course instructor shall report the infraction with evidence to the Program Director, who must advise the Dean of the School of Sciences and Mathematics.
2. The Dean will appoint an ad hoc Academic Integrity Task Force consisting of three faculty members and two students who will elect one of the faculty members as chair.
3. The student shall be informed by the ad hoc Task Force, in writing, of the charge and the evidence upon which it is based, and shall be given the opportunity to present a defense. The chair of the ad hoc Task Force will set the time and place of the defense which must occur within three weeks from the date the Task Force was called.
4. In the defense, the student is allowed to be accompanied by one advisor and may call witnesses, but no legal counsel since this is an academic matter. Hearings will be tape recorded or transcribed, and kept in the Office of the Dean of Science and Mathematics. A copy of such material will be available to the student. The student has a right to confront the accuser.
5. The Task Force's conclusion and recommendations will be forwarded to the Dean of the School of Sciences and Mathematics, who will, within ten days, inform, in writing, the Program Director, the student and the Task Force of the final disposition.
6. If the Task Force on Academic Integrity finds the student guilty, it will then recommend an appropriate penalty, such as: expulsion from the program and/or the School of Sciences and Mathematics; suspension for variable periods of time; a course grade of XF, or an F for the work in question; or community service.

### **Student Governance**

The Social Work Program supports and encourages, as part of the academic and professional growth of the student, the characteristics and skills of advocacy and assertive communication. To provide the student with the opportunity to grow and refine these characteristics and skills, the student is encouraged to participate in formulating and modifying the policies which affect academic and student affairs.

The two major areas in which a student may do this are through the Majors Meetings and as a Student Representative on the Advisory Board.

As each semester begins, the faculty of the Social Work Program organizes a Majors Meeting in which all student Social Work majors are required to attend. During this meeting, an ongoing dialogue between and among the faculty, students, and staff takes place. It is anticipated the following information will be discussed: curriculum changes needed or being considered for change, policy changes needed or being considered for development or change, course schedules for the following semester being considered and what students' course needs exist, changes occurring at the University level, Community Service projects available, topics for the Women's Forum for the coming year, and student feedback regarding the efficacy of the Social Work Program experience at Georgian Court University.

At the Majors Meeting, Social Work Club officers for the coming year are introduced, applications for Phi Alpha Honor Society are distributed, research opportunities with faculty are discussed, and the role of the Student Representatives on the Advisory Board is explained. New Social Work faculty and student work-study assistants are introduced.

The role of the Student Representatives on the Advisory Board is to present the viewpoints of the student Social Work body at the Advisory Board Meetings of the Social Work Program. Two students are elected by the student body. To be eligible for this position, a student must have completed 12 credits of required Social Work major courses. It is strongly recommended that the student body elect a student representing the day division from the Women's College and a student representing the evening division from the University College.

Because the Advisory Board Meetings are held to discuss policy changes within the Social Work Program that pertain to any academic or student affairs issue impacting the education of the student, it is imperative that two of the seven members of this Advisory Board be students representing their own constituency. A student can serve a one or two-year term depending on her/his class-level status upon election.

### **Grading**

The Social Work Program's grading system is consistent with the University's: it assigns letter grades as the final evaluation for the course work. Each course instructor is obligated to indicate in the course syllabi the assessment method which will be used to determine the student's grades. Also, each method of assessment indicates which Social Work Program Objective will be measured. This indicates to the student what knowledge, skills and values are being assessed within each assignment. It will be helpful to review this section of each course syllabus. The general guideline for use of the letter grade system is as follows:

- A Numerical equivalent is 95 and above and carries 4 quality points.
- A- Numerical equivalent is 90-94 and carries 3.7 quality points.
- B+ Numerical equivalent is 87-89 and carries 3.3 quality points.
- B Numerical equivalent is 83-86 and carries 3 quality points.
- B- Numerical equivalent is 80-82 and carries 2.7 quality points.
- C+ Numerical equivalent is 77-79 and carries 2.3 quality points.
- C Numerical equivalent is 73-76 and carries 2 quality points
- C- Numerical equivalent is 70-72 and carries 1.7 quality points.
- D+ Numerical equivalent is 65-69 and carries 1.5 quality points.
- D Numerical equivalent is 60-64 and carries 1 quality point.

- F Numerical equivalent is 59 or below and carries 0 quality points.  
W Indicates that a student withdrew from a course.  
INC Indicates a temporary extension of the semester  
T Transfer credit  
XF Failure due to Academic Dishonesty

### **Grading Appeals Process**

Academic Performance is evaluated primarily within a course environment and discussed during the Advising Appointments. It is for this reason that a student wishing to file an appeal about a final grade, or a grade received for a particular piece of assessment of her/his academic performance in a course, should first attempt to resolve the matter through discussion with the course instructor. If the course instructor has received convincing evidence from the student that the original assessment/grade was inaccurate, the instructor shall correct the grade. If an inaccurate final grade has been given, the course instructor shall submit a Change of Grade form to the Office of the Registrar.

If the issue cannot be satisfactorily resolved between the student and course instructor, the student is advised to schedule an appointment with the faculty advisor regarding this grade for the purpose of assisting the student in clarifying this appeal. The student will specify, in writing, the basis for the grade appeal and request a review by the Program Director. The Program Director shall attempt to resolve the issue between the student and course instructor.

If the issue cannot be satisfactorily resolved by consultation at this level, the student may appeal in writing to the Dean of the School of Sciences and Mathematics. The Dean shall attempt to resolve the issue in consultation with the student, the course instructor, and the Program Director. The Dean shall have the authority, if no agreement is reached at this consultation, to resolve the appeal definitively. Copies of the decision shall be provided to the student, the course instructor, and the Program Director.

### **Timeline of Process:**

1. A student may, after conferring with the course instructor, submit a written appeal about a grade for work completed while the course is in progress to the Program Director no later than two weeks after the notification of the grade is given by the instructor.
2. A student may, after conferring with the course instructor, submit a written appeal about a final course grade to the Program Director no later than six weeks after the official notification of the grade.
3. If the matter is appealed to the Dean of the School of Sciences and Mathematics, written notification of the action by the Dean shall be sent to the student within four weeks of the appeal, excluding those weeks in which classes are not in regular session.

### **Denial of Admission to the Social Work Program**

Despite the support provided by the Program and the serious commitment of the student, on occasion, the student is unable to achieve a grade of "C" or higher in *SW203 Introduction to Social Welfare*. The course instructor and the faculty advisor will help the student explore the reasons for such and offer help in exploring alternative educational and vocational options.

### **Policy for Review of Student Performance**

The student is expected to progress towards graduation by demonstrating the Academic Standards for Admission and Retention as a result of the classroom experience, Field Education experience, and mentorship of the faculty advisor as well as support of the Social Work faculty, staff, and field instructors.

On occasion, it becomes necessary to advise the student to re-consider her/his choice of social work as a major due to a failure to meet the Academic Standards criteria (a failure to pass a Field Education course, personal problems which prevent the student from functioning effectively in the field of the B.S.W. social worker, and/or a failure to develop the professional comportment required in the field of the B.S.W. social worker, a lack of commitment to the values and ethics, inappropriate personal boundaries during the classroom and field experience, and/or an intolerance for diverse populations.)

The student is afforded the opportunity to remediate any issues which may be delaying such progress through the faculty advisement meetings and/or any other faculty/staff which the student feels would enhance her/his progress. On occasion, when this process has not corrected the identified academic and/or professional performance issue, it can become necessary for the faculty advisor to request a review of the student. Other faculty members, administrators, field instructors, staff, and fellow students may also request a review of the student.

### **Grounds for such a review may include, but are not limited to the following:**

1. Failure to meet criteria for Academic Standards for Admission and Retention as stated in the Policy and Procedure Manual, page 17.
2. Failure to develop behavior that is consistent with social work values and ethics (NASW Code of Ethics);
3. Failure to work effectively in the Field Education or classroom due to active addiction, drug or alcohol abuse, or active mental health issues; or
4. Failure to establish productive relationships with colleagues, faculty/administration/field supervisors/agency/field placements.

### **The purpose of the request for the review is:**

1. To determine the accuracy of the statements made in the request for the review;
2. To determine what steps have been taken to assure the student is receiving the highest quality of advising and information;
3. To see if further remediation is warranted and realistic;
4. To ensure that clients, agencies, university employees and fellow students are not at any risk perpetuated by a student;
5. To ensure due process for the student undergoing the review.

### **The outcome of the review can involve, but is not limited to, the following:**

1. The student may be placed on academic probation with the following recommendations:
  - a. Class attendance and assignments must meet the requirements as stated in the course syllabi;
  - b. Tutoring considered from the Academic Development Center;

- c. Learning disability testing considered from The Learning Center.
2. The student may be removed from the field site and provided another placement elsewhere (which would also include removal from the Integration Seminar;
3. The student may be removed from the field site with no placement occurring at that time;
4. The student may be encouraged to take a medical leave of absence (if applicable) and/or seek mental health counseling and/or supportive services;
5. The student may be asked to delay Field Education;
6. The student may be asked to retake courses which have resulted in the lowered GPA;
7. The student may be terminated from the Program.

### **Process**

The faculty advisor, faculty members, administrators, field instructors, staff, and a fellow student may request a review of the student. A Request for Review of Student form must be completed and submitted to the Program Director. (This form is located in Appendix 6 of this Manual) Within 3 days of receipt, the Program Director must advise the identified student in writing (certified, return-receipt requested mail) of the Request for Review, schedule an appointment with the originator of the review and the identified student for the purpose of 1) clarifying the facts in the stated issue, 2) reconciling the stated issue, and 3) determining if a Review Hearing is necessary. If the stated issue pertains to a Field Education issue, the Field Coordinator may be asked to be present at the meeting.

If no successful resolution is achieved during this initial meeting with the Program Director, a Review Hearing will be convened involving the originator of the Request for Review and the identified student within ten working days of the initial meeting with the Program Director. The faculty advisor and one additional University faculty member chosen by the student may also be present. If the stated issue pertains to a field practicum issue, the Field Coordinator must be present at the meeting. No one else may be permitted at this hearing. No legal counsel will be permitted at the Review Hearing.

It is mandatory that the student be present at this meeting with written documentation of the stated issue as the student understands it. She/he should be prepared to present her/his interpretation of the situation. Included in this should be any extenuating circumstances that contributed to the poor performance and any steps that would be taken to alleviate the impact of those factors and to improve performance if continuance in the program is permitted. The faculty member whose attendance has been requested by the student will be asked to provide information on the student's past performance. If the student fails to attend the hearing, the Review will still take place and a decision will be made based on the information available at that time. The student is notified in writing within three working days of the Review Hearing.

At the hearing, the faculty advisor should provide background information regarding the student's overall performance as well as make recommendations that might resolve the student's performance problems.

The student does have the right to appeal the decision of the Review Committee for the following reasons:

1. If the student disagrees with the decision;
2. If additional information needs to be considered in the decision;
3. If the student feels due process was not provided.

If the student does not attend the Review Hearing, she/he loses her/his right to appeal this decision unless:

1. There is additional information which needs to be considered and/or
2. The student feels due process was not provided.

If requesting an appeal, the student must present, in writing, prior to this hearing, her/his reasons to substantiate the claim for her/his right to appeal.

The student's appeal will be considered by the Dean of the School of Sciences and Mathematics. The student must present this appeal in writing within two weeks of receiving the written decision of the Review Committee. A meeting will be convened with the Dean, the Program Director and the identified student. The student's documentation must include the following:

1. The student's basis for disagreeing with the decision made at the Review Hearing,
2. Any additional information the student feels was not included at the Review Hearing,
3. The student's statement of a violation of rights or loss of due process (if applicable).

The Dean will respond to the information provided at this meeting by the student and the Program Director in writing within three working days of receiving the meeting. The decision of the Dean is considered final.

The above-stated timeline for removal from the classroom/field site is suspended if there is reason to believe the student's behavior could be considered dangerous to self or others (e.g. behavior indicating serious mental illness, attending class or field work under the influence of alcohol or drugs, physically threatening another person, verbally threatening another or verbally threatening to harm self, harassment of another) In cases such as these, the Social Work faculty has the right and responsibility to immediately remove the student prior to any formal review of the student. The review of the student will occur within three working days following the removal of the student and a determination of the student's status will occur during this review. The student will be notified in writing within ten working days of this review meeting.

All procedures related to the Review Hearing assure the student of her/his right to confidentiality regarding information about her/his academic records, professional performance, and/or personal affairs.

It should be noted that termination from the Social Work Program is a rare occurrence, and that faculty, with the student, makes every attempt to remediate any situation that may present itself. However, if termination is deemed necessary by those present at the Review Hearing, the Social Work faculty advisor has the responsibility of providing assistance to the student by in developing appropriate alternatives and will work towards achieving a smooth transition. Termination from the Social Work Program does not necessarily mean termination from GCU.

## REFERENCE PAGE

*Americans with Disabilities Act of 1990. P.L. 101-336, 104 STAT 327 (1990).*

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Cole, B.S. & Lewis, R.G. (1993). Gatekeeping through termination of unsuitable social work students: Legal issues and guidelines. *Journal of Social Work Education, Spring/Summer93, Vol. 29 Issue 2, p. 150-159.*

Gibbs, P. & Blakely, E. H. (Eds.). (2000) *Gatekeeping in BSW Programs*. New York: Columbia University Press

Moore, L.S. & Urwin, C.A. (1991). A model for screening Baccalaureate students for field education, *Journal of Social Work Education, Winter 91, Vol. 27, Issue 1, p. 8-17*

The following schools' Student Handbooks/Policy & Procedure Manuals were consulted online over the past three years:

Rutgers Graduate School of Social Services, New Brunswick, NJ  
Fordham University School of Social Services, Manhattan, NYC, NY  
Ramapo School of Social Work, Mahwah, NJ  
Monmouth University School of Social Work, West Long Branch, NJ

## **VI. STUDENT AND PROFESSIONAL AFFILIATIONS**

### **1. THE SOCIAL WORK CLUB**

The Social Work Club is a student group, organized and operated by students of the Social Work Program. Its stated purposes are listed in Article II: Purposes of the by-laws.

The by-laws of the Social Work Club are as follows:

#### **Article I: Name**

The name of this corporation shall be THE SOCIAL WORK CLUB.

#### **Article II: Purposes**

The purposes of said Club are:

- A. To enrich our skills as students of social work.
- B. To come together as professionals to discuss issues and concerns of the profession.
- C. To serve the community with our learned skills as students of social work through volunteering our time and services.

#### **Article III: Seal**

The seal of this Club shall consist of two hands joined together.

#### **Article IV: Membership**

The following persons shall be eligible for membership in the Club:

- A. Any person enrolled in the Bachelors of Social Work Program at Georgian Court University. Women's College (Day Division) and University College (Evening Division)
- B. Students who are not in the Social Work Program but are interested may join and participate in community service activities.
- C. All members are expected to fulfill the volunteer requirements stated.

#### **Article V: Coordinating Committee**

A. There will be one Coordinating Committee comprised of at least three, and no more than five, Coordinators. These Coordinators will delegate responsibility to the other members of said Club. They are also expected to insure the purposes of this Club are fulfilled. The Coordinating Committees are comprised of, but not limited to:

- Chairperson
- Secretary
- Treasurer
- Volunteer Experience/Activities

- Fundraising

- B. At the end of the Spring Semester of each year, an election will be held to select the members of the Coordinating Committee.
- C. If the situation arises that a Coordinator is not able to maintain or continue her/his position for whatever reason, a special election will be held in order to select a new member.

### **Article VI: Meetings**

The Social Work Club shall meet once per month for at least one hour, unless otherwise specified by the Committee. Attendance at these meetings is strongly suggested. Meetings shall occur during day and evening schedule to assure that all students are included in governance of the Social Work Club.

### **Article VII: Code of Ethics**

Each member is to understand and practice the Code of Ethics stated by the National Association of Social Workers. (Appendix 6)

## **2. NATIONAL ASSOCIATION OF SOCIAL WORKERS (NASW)**

The NASW is the national professional association for all social workers. It is one of the largest professional associations in the country. Students are strongly encouraged to become student members and begin to identify with the profession of social work. Membership entitles students to:

1. NASW News, a monthly newspaper with a classified advertising section
2. Social Work, a bimonthly professional journal
3. Reduced rates on the other NASW professional journals
4. Professional liability insurance at discount rates
5. Low-cost group life and health insurance
6. Protection against unethical practitioners and unfair agency personnel practices
7. State-of-the-art practice and policy information
8. Conferences and continuing education programs

It should also be noted that students and faculty attend the annual New Jersey NASW Conference (at a reduced rate) each March, and when convenient, the National Conference as well.

## **3. PHI ALPHA HONOR SOCIETY/ZETA NU CHAPTER**

All BSW majors, in both the Women's College and the University College, are eligible for induction in this society. The minimum academic requirement for joining this society is a 3.0

average cumulative points for undergraduates and a 3.25 grade in Social Work courses, plus a minimum of 9 credit hours completed in Social Work.

The Chapter shall conduct itself according to the by-laws of the National Phi Alpha Honor Society. Application for consideration must be submitted prior to the academic year in question. In addition, the student is responsible to request in writing a review of her/his cumulative grade accomplishments by the moderator. After the review, the student is notified in writing of acceptance or non-acceptance.

Officers will be elected in the fall semester. A community service activity shall be designated by the membership to include either tutoring on campus through the Academic Development Center or community service in the form of tutoring.

## **VII. APPENDICES**

# Appendix I

## NASW Code of Ethics

### Preamble

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

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

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

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

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

### Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. 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.

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.
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.

\*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own

personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

## **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

**Value:** *Service*

**Ethical Principle:** *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return

(pro bono service).

**Value:** *Social Justice*

**Ethical Principle:** *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

**Value:** *Dignity and Worth of the Person*

**Ethical Principle:** *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

**Value:** *Importance of Human Relationships*

**Ethical Principle:** *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

**Value:** *Integrity*

**Ethical Principle:** *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

**Value:** *Competence*

**Ethical Principle:** *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### ***1. Social Workers' Ethical Responsibilities to Clients***

#### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

#### **1.03 Informed Consent**

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should

protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

(f) Social workers should obtain clients' informed consent before audio-taping or videotaping clients or permitting observation of services to clients by a third party.

#### **1.04 Competence**

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### **1.05 Cultural Competence and Social Diversity**

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

#### **1.06 Conflicts of Interest**

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes

the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### **1.07 Privacy and Confidentiality**

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality

and limitations of clients' right to confidentiality. Social workers should review with client's circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.

(n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the

social worker's termination of practice, incapacitation, or death.

(p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

### **1.08 Access to Records**

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

### **1.09 Sexual Relationships**

(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior

sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

### **1.10 Physical Contact**

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

### **1.11 Sexual Harassment**

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **1.12 Derogatory Language**

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

### **1.13 Payment for Services**

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

### **1.14 Clients Who Lack Decision-Making Capacity**

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

### **1.15 Interruption of Services**

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

### **1.16 Termination of Services**

- (a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- (b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- (c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- (d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- (e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- (f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## ***2. Social Workers' Ethical Responsibilities to Colleagues***

### **2.01 Respect**

- (a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.
- (c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

### **2.02 Confidentiality**

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

### **2.03 Interdisciplinary Collaboration**

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

### **2.04 Disputes Involving Colleagues**

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

### **2.05 Consultation**

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

### **2.06 Referral for Services**

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional

service is provided by the referring social worker.

### **2.07 Sexual Relationships**

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

### **2.08 Sexual Harassment**

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

### **2.09 Impairment of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.10 Incompetence of Colleagues**

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

### **2.11 Unethical Conduct of Colleagues**

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state,

and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### ***3. Social Workers' Ethical Responsibilities in Practice Settings***

#### **3.01 Supervision and Consultation**

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### **3.02 Education and Training**

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and

culturally sensitive boundaries.

### **3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

### **3.04 Client Records**

(a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### **3.05 Billing**

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### **3.06 Client Transfer**

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### **3.07 Administration**

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and

based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### **3.08 Continuing Education and Staff Development**

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

### **3.09 Commitments to Employers**

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### **3.10 Labor-Management Disputes**

(a) Social workers may engage in organized action, including the formation of and participation in labor

unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

#### ***4. Social Workers' Ethical Responsibilities as Professionals***

##### **4.01 Competence**

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

##### **4.02 Discrimination**

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

##### **4.03 Private Conduct**

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

##### **4.04 Dishonesty, Fraud, and Deception**

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

##### **4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should

immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### **4.06 Misrepresentation**

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### **4.07 Solicitations**

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### **4.08 Acknowledging Credit**

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

### ***5. Social Workers' Ethical Responsibilities to the Social Work Profession***

#### **5.01 Integrity of the Profession**

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include

teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

## **5.02 Evaluation and Research**

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(i) Social workers should take appropriate steps to ensure that participants in evaluation and research

have access to appropriate supportive services.

(j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## ***6. Social Workers' Ethical Responsibilities to the Broader Society***

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### **6.03 Public Emergencies**

Social workers should provide appropriate professional services in public emergencies to the greatest

extent possible.

#### **6.04 Social and Political Action**

- (a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- (b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- (c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- (d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

## **Appendix 2:**

### **Standards for Cultural Competence in Social Work Practice**

The National Association of Social Workers has formally set standards for cultural competence in social work practice. To view the definitions of culture, competence, cultural competence and the goals and objectives of the standards, access the following website:

[http://www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/sections/credentials/cultural_comp.asp).

### **Appendix 3:**

#### **Social Work Faculty and Staff Directory:**

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Chairperson, Program Director  
Office: 732-987- 2366  
**Arts and Science Center, Room 115-A**  
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## **Appendix 4**

### **ADA PHILOSOPHY**

Georgian Court University is committed to providing equal opportunity for all academically qualified students in an atmosphere free of bias and discrimination toward any group, including persons with disabilities.

We embrace the spirit of the Americans with Disabilities Act to provide barrier-free access to the learning environment and are dedicated to the vision of access, retention and success for all members of our community who wish to pursue the educational opportunities offered by the university. The university will offer reasonable accommodations for those persons who are able to certify that they have a disability.

To qualify for an accommodation under the provision of the American with Disabilities ACT (ADA), a disabling condition must represent a major obstacle to the student's ability to effectively participate in the learning environment/process. The goal of reasonable and appropriate accommodation is to "level the playing field" by making the facilities and learning process equally accessible.

## **Appendix 5**

### **AFFIRMATIVE ACTION PLAN**

By and For:  
Georgian Court University  
900 Lakewood Avenue  
Lakewood, New Jersey 08701

#### **ARTICLE I**

##### **APPROVAL OF AFFIRMATIVE ACTION PLAN**

This Affirmative Action Plan for Georgian Court University was adopted in principle by the Board of Trustees on July 6, 1989.

#### **ARTICLE II**

##### **POLICY OF AFFIRMATIVE ACTION**

Through its Affirmative Action Plan, Georgian Court University reaffirms its policy of providing affirmative action and equal opportunity in all personnel activities and actions. The university pledges to implement the plan in accordance with the provisions of all applicable Federal and State Laws and Regulations which have a bearing on employment relationships.

The plan applies to all university units. The plan covers all full-time positions in the university with the exception of the positions of President, Treasurer, and Secretary. These three positions involve special considerations according to the Georgian Court University By-Laws.

Consistent with the law and spirit of affirmative action concepts, the university's Affirmative Action Plan is broad in scope. The university will take affirmative action to insure that all full-time personnel activities and actions including, but not limited to recruitment, employment, promotion, reassignment, demotion, termination, layoff, training, and compensation will be undertaken in a manner which does not discriminate with regard to race, creed, color, national origin, ancestry, age, political affiliation, sex, armed forced liability, physical handicap or marital or parental status, except in those certain circumstances where sex is a bona fide occupational qualification. As an institution of higher education founded by the Sisters of Mercy of New Jersey, Georgian Court University reserves the prerogative to grant preference in its employment practices Sisters of Mercy.

#### **ARTICLE III**

##### **SCOPE OF AFFIRMATIVE ACTION PLAN**

The university's commitment to affirmative action and equal employment opportunity is long-standing. In April of 1977, the university faculty formally adopted the following policy statement concerning the recruitment of faculty:

1. Georgian Court University officially reaffirms its stance against discrimination based on sex, creed, color, or any other factors which are immaterial to fulfilling the responsibilities of membership in the university community;
2. The university shall continue to strengthen its efforts to recruit members of minority groups for faculty and staff positions which become available;
3. Any formal or informal advertising of such openings shall make clear that the university is committed to a non-discriminatory stance; and
4. Such advertising and recruiting shall continue to be primarily the responsibility of the departments, particularly the Department Chairperson, in cooperation with the President and the Dean of the Academic Affairs or the Dean of the Graduate School.

The Affirmative Action Plan described in this document is based on this preceding policy statement and expanded to include all full-time university personnel; it recognizes that Federal and State Law and Regulations mandate the development of affirmative action and equal employment opportunity programs. These specific authoritative sources include:

- \* Title VII of the Civil Rights Act of 1964, as amended by the Equal Pay Act of 1972;
- \* President's Executive Order 11246, as amended;
- \* Equal Pay Act of 1963 as amended;
- \* President's Executive Order 11375;
- \* Vietnam Era Veteran's Readjustment Assistance Act of 1974: 41 C.F.R. 60-250(d)
- \* Title IX of the Education Amendments of 1972.

Additionally, to promote a "proper spirit" with regard to providing equal employment opportunity, each employee is viewed as an active participant in Georgian Court University's affirmative action effort. The responsibility for administering the plan is placed at the senior levels of university administration.

The goal of the university's full-time personnel system is to employ and retain qualified persons in every category, to insure that personnel actions are applied fairly and to provide equal opportunity to all employees for career advancement. To that end the Affirmative Action Plan strengthens, internal procedures presently in place to insure that groups previously under-represented have the fullest opportunity to be considered for available full time positions in the university.

**The specific goals of the plan are:**

- A. To implement recruitment procedures which insure the utilization of advertising sources designed to inform a reasonable large number of women and minority group members of available full-time position vacancies in the university.
- B. To take other appropriate steps to insure that the pool of applicants considered for all vacant full-time professional positions includes qualified women and minority persons.
- C. To analyze current staffing patterns to determine whether there is sufficient representation of women and minorities at each level of full-time employment within the university, and to develop goals and timetables to assist in the greater utilization of women and minorities in those job categories where under-representation has been found to exist.
- D. To implement internal assessment and reporting procedures for the evaluation of the effectiveness of the Affirmative Action Plan.
- E. To establish an affirmative action complaint process for the prompt disposition of individual or group discrimination complaints.
- F. To disseminate Georgian Court University's Affirmative Action Plan, both internally and externally, and to insure its availability to each and every employee and other interested persons.
- G. To encourage all university professional employees to participate in the implementation of the Affirmative Action Plan, both individually and through a representative committee.

## **ARTICLE IV**

### **DEFINITIONS**

Throughout the Affirmative Action Plan, the following terms carry the following meanings;

**Affirmative Action (AA)** means the steps which Georgian Court University will take to insure the continued recruitment of women and minorities where previously under-represented in the university's full-time positions; to provide adequate notice of the availability of vacancies in positions; and to insure an objective search for new employees.

**University** means Georgian Court University (GCU)

**University unit** means each of the major service areas of the university whose administrator is directly responsible to the President.

**Component officer** means the person of the specific component who is responsible for the component and responsible to the administrator of the university unit.

**Disabled Veteran** means a person entitled to disability compensation under the laws administered by the Veterans Administration for disability rated at 30 percent or more, or a

person whose discharge or release from active duty was for a disability incurred or aggravated in the line of duty.

**Discrimination** means the intentional application of personnel policies and/or practices in a way which distinguishes between and among individuals on account of race, creed, color, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical handicap or parental status, except where sex is a bona fide occupational qualification.

**Equal Employment Opportunity (EEO)** means the concept that all personnel activities and action will be undertaken in a manner which does not discriminate with regard to race, creed, color, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical handicap, or parental status; but which does differentiate solely on the basis of job related qualifications.

**Goals and timetables** are numerical expressions of projected results of good faith employment efforts to increase the representation of women and minorities in the university full-time workforce within a given period of time in those job categories where under-representation has been found to exist. A goal is not equivalent to a quota.

**Handicapped individual** means any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities; (b) has a record of such impairment; or (c) is regarded as having such an impairment.

**Minorities** refers to the following classes of persons: Non-Hispanic Black, Hispanic, Asian or Pacific Islander and American Indian or Alaskan Native.

**Qualified** means qualifies under criteria validly and demonstrably related to the nature of a particular job.

**Qualified Disabled Veteran** means a disabled veteran who is capable of performing a particular job, with reasonable accommodation to his or her disability.

**Veteran of the Vietnam Era** means a person who served an active military duty for more than 180 days between August 5, 1964 and May 7, 1975, and was discharged or released from active duty for a service-connected disability.

In addition to utilizing the above definitions, the Affirmative Action Plan frequently makes reference to specific job categories. The specific EEOC job categories to which the plan refers are defined in the following paragraphs:

**Executives, Managers.** This category includes positions responsible for management of the university or a distinct functional area of the university. Assignments require the performance of work related directly to management policies or general business operations of the university. Incumbents must regularly exercise discretionary judgment and direct the work of others.

**Faculty.** This category includes positions for conducting instruction and/or research. Personnel usually hold the academic rank of professor, associate professor, assistant professor, instructor, lecturer, or adjunct professor.

**Non-Faculty Professionals.** This category includes positions which the staff member must have specialized and theoretical knowledge usually acquired through university training, work experience or other training which provides comparable knowledge.

**Technicians.** This category includes positions in which the staff member must have basic scientific or technical knowledge and manual skill obtained through specialized post-secondary school education or equivalent on-the-job training.

**Para-Professionals.** This category includes positions where employees perform some of the duties of a technicians They function in a supportive role and have less formal training or experience than those in the professional or technician category.

**Secretaries/Clerks.** This category includes personnel who prepare the internal and external communications, record and retrieve data and/ or information and prepare other paper work required in an office.

**Skilled Craft Personnel.** This category includes positions in which persons require special manual skills and a thorough comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experiences or apprenticeship or formal training programs.

**Service-Maintenance Personnel.** This category includes positions where employees contribute to the upkeep and care of buildings, facilities and property, for the comfort, hygiene and safety of the university community. It also includes positions in the preparation and service of food.

## **ARTICLE V**

### **RESPONSIBILITY FOR ADMINISTRATION OF GCU AFFIRMATIVE ACTION PLAN**

Affirmative Action Plan Georgian Court University affixes responsibility at all administrative levels. However, the ultimate responsibility for equal employment opportunity and its full achievement through affirmative action rests with the President, as Chief Executive Officer of Georgian Court University. Overall responsibility for implementing the Affirmative Action Plan is delegated by the President to an Equal Employment Opportunity/Affirmative Action Officer for Georgian Court University. The Equal Employment Opportunity/ Affirmative Action Officer reports directly to the President.

The Equal Employment Opportunity/Affirmative Action Officer (EEO/AA) shall have immediate and continuing responsibility for the implementation and management of this Affirmative Action Program. This responsibility shall include, but not be limited to the following:

1. Establishing a liaison with appropriate minority and women's organizations in higher education, periodically reviewing the effectiveness of these organizations as sources of recruitment, and maintaining a list of organizations capable of directly minority and women candidates to the university unit for full-time employment;
2. Developing updating a list of recruitment sources to insure that full-time position vacancies receive the widest possible notice, particularly among women and minority group members, early in the recruitment process;
3. Insuring that the pool of prospective candidates for a full-time professional vacancy is sufficiently broad that at least one minority candidate and/or one woman be included in that group of candidates interviewed;
4. Reviewing the university's "Affirmative Action Hiring Forms" filed by the appropriate unit head seeking to fill a professional position vacancy to ascertain from the materials submitted whether women and minorities have been afforded reasonable opportunity for consideration;
5. Preparing and disseminating policy statements and developing internal procedures to assist university personnel in meeting their responsibilities under the plan;
6. Collecting, organizing and presenting statistical and other information mandated by law, regulation, and/or the plan;
7. Preparing an analysis and report of the effectiveness of the plan to the President for approval;
8. Monitoring on a continuing liaison with the various State law, court decisions and administrative decisions in order to assure continued university compliance with the developing law;
9. Providing continuing liaison with the various State and Federal agencies which have administrative responsibility for aspects of the law;
10. Carrying out any other duties relating to this plan which may be assigned by the President.

Although the Equal Employment Opportunity/Affirmative Action Officer is assigned specific responsibilities with respect to the administration of the plan, each person who involved in taking or recommending personnel action must recognize that he/she is responsible for seeing that the Affirmative Action Plan is followed. The effectiveness of the plan depends in large measure on the good faith cooperation of all university personnel.

The President shall establish the Georgian Court University Affirmative Action Committee. The committee's responsibility will be to regularly advise the EEO/AA Officer on all matter pertaining to the implementation of the plan. The committee will review existing policies,

procedures and facilities to advise the EEO/AA Officer whether they have an adverse impact on the ability to attract and retain qualified handicapped persons and/or veterans. Various committee shall also serve on special committees which are convened to consider specific affirmative action complaints as described in Article VII of the plan.

The Affirmative Action Committee shall include but not limited to women and/or minorities and shall consist of at least five (5) full-time employees of the university, plus the EEO/AA Officer. Appointments to the Committee shall be for one-year and two-year terms, as determined by the President. The EEO/AA Officer shall be an ex-officio member of the Committee, without vote.

The university's EEO/AA Officer shall serve as the acting Chairperson of the committee, and he or she shall convene the committee and establish procedures for the election of the permanent chairperson. Chairpersons shall serve one-year terms, and no person shall serve more than two consecutive terms in the position. The committee shall elect a Vice Chairperson and a secretary for one-year terms and they may be re-elected.

The Chairperson of the Committee shall schedule meetings at least twice annually. At least once annually, the full committee will meet with the President and the EEO/AA Officer for the purpose of reporting on the success of the plan.

## **ARTICLE VI**

### **ELEMENTS OF THE AFFIRMATIVE ACTION PLAN**

The Affirmative Action Plan applies to entire personnel program from the development of job description to the termination of employment. Specific elements of the plan are discussed in the following paragraphs:

**Position Qualifications and Test.** The university will utilize position selection criteria only when they can be shown to be significantly related to position expectations, as set forth in published position description. It will review position selection criteria from time to time to determine whether written tests and other position requirements such as formal education, personal histories, biographical information, employment or other experience, results of interviews, information, contained on application forms, interviewer rating systems, and the procedures and criteria by which individuals are selected for or denied employment have an adverse impact on women and minorities. Where position selection criteria are found to have an adverse impact, the university will make the necessary corrections.

**Position Classification and Salary Allocations.** The university will support every position of the university by written description of its duties, requirements, and salary range. Working with appropriate university personnel, the EEO/AA Officer shall be responsible for determining the appropriateness of each job description and for reviewing existing or new position descriptions in order to ascertain whether inherently discriminatory salary range differentials exist.

The university will seek consistency in wages for personnel with equivalent responsibilities, while still recognizing that salary, differentials may result from individual variations in

experience, skill, and length of service. Recommendations of salary increases, denials of salary increases, will be approved by the President only if they are supported by evidences that recommendations are reached without illegal discrimination.

Recruitment and Selection. Once a position description has been established and approved and authority to begin recruitment to fill the position is obtained, the university unit administrator who will supervise the position for which the recruitment is being undertaken will authorize the component officer to prepare the necessary advertisements and vacancy announcements.

The component officer requesting additional staff will be responsible for the actual administration of all recruitment efforts for that component, including the recruitment and selection records. Among the records maintained by them will be a log of all applications received, together with the name of the applicant and the date of receipt of the application.

When the component officer receives the application, he/she will log them in the Affirmative Action Register of the university. In order to compile summary data on the sex and minority status of applicants for positions at the university the EEO/AA Officer will request, but not require only, each applicant to complete an anonymous form to be devised by the EEO/AA Officer. This information will be used for the purpose of statistical analyses only. This form should provide the following information:

1. Position applied for
2. Date
3. Ethnic background
4. Sex
5. Presence of handicap
6. Date of birth

In addition, the EEO/AA Officer will invite veterans of the Vietnam Era and disabled veterans to identify themselves.

The EEO/AA Officer will inform the applicants that completion of will in no way affect his or her opportunity for employment at the university. Information contained in the form will not be included in the application file, nor will it be given to any component officer considering the prospective employment of the applicant at the university. The information provided by the above procedure will be maintained in a separate file controlled by the EEO/AA Officer.

Recommendations for the hiring of administrative personnel are made by the administrator under whose responsibility the position is located. The Department Chairperson, as component officers, has the primary responsibility for making recommendations for appointments within their departments. The supervisor of the position is responsible for making recommendations for secretarial, maintenance and physical plant personnel. Actual appointments to all positions are made or approved by the President.

After an initial review of submitted application material, the component officer will notify candidates who are not going to receive further consideration that they are no longer under

consideration for the available position. If necessary, the component officer will send letters to the finalists requesting additional supporting material such as transcripts, references, etc. The component officer will solicit oral or written references, but will reduce to writing a summary of all oral reference reports.

Finalists invited for interviews by the component officer shall include, if possible, at least one woman and/or minority group member. The component officer will: interview each candidate; report to the unit administrator responsible for making the appointment recommendation. The unit administrator will recommend the applicant who most closely meets the needs of the university, both in education and experience. The component officer will send applicants no longer under consideration for the available position a letter advising them that they have not been selected for the available position. The component officer will notify a candidate recommended for a position in other EEOC categories. In the event that none of the applicants present sufficient qualifications, the component officer will reopen the search.

Consideration may be given to outstanding candidates to be hired above the first step of the salary range in those instances where their salary history and/or experience warrant an exception.

It shall be the goal of each office within the university to employ qualified women and minority group members in overall numbers proportionate to their presence in the relevant labor market pool and in a manner which does not cluster women or minorities wither in a particular position classification or at a particular position level. The component officer will recommend each candidate on the basis of education, experience and skills required for the open position after he/she has appropriately distributed notice of such vacancies. It is essential for the achievement of university affirmative action goals that each component officer make effort to insure that qualified women and minorities are included in significant numbers in the applicant pool for each position it wishes to fill. To that end, the university Affirmative Action Committee will prepare a list of newspapers, professional journals and organizations which specifically serve women and minorities. University personnel will utilize these publications and organizations to publicize position vacancies occurring in the university. They will also utilize other appropriate recruitment sources which do not specifically serve minorities and women. All notices and advertisements of vacant positions will carry explicit affirmation that the university is an equal opportunity/affirmative action employer. In accordance with Veteran Law, university personnel will invite veterans of the Vietnam era and disabled veterans to identify themselves.

The following documentation of good faith recruitment will be provided by the component officer and retained on file in the office of the EEO/AA Officer.

- A. Copies of the position vacancy notices and advertisements;
- B. Copies of letters sent to persons and institutions seeking referrals of applicants for the position;
- C. Copies of replies received;

- D. A list of verbal inquiries seeking referrals of applicants for the position and documentation summarizing responses to each case;
- E. A list of all applicants for the position;
- F. A summary report of the outcome of the search, and the procedures followed;
- G. A completed Affirmative Action Recruitment Form signed by the component officer indicating that the search and selection complies with the provisions of the Affirmative Action Plan.

**Professional Development.**

The university will establish opportunities for its personnel to allow them to:

1. Expand their present fields of knowledge and/or skills and prepare them for future career development and promotional opportunities within the university.
2. Increase their on-the-job efficiency and effectiveness.
3. Maintain and informed position concerning each facet of university operation. The Affirmative Action Committee will review current programs for possible modifications or expansion.

Promoting and Upgrading. Georgian Court University recognizes that affirmative action goes beyond the hiring process and includes all personnel actions, including promotions and upgrading of positions. In order to help achieve a more equitable distribution of women and minorities, the Affirmative Action Plan established certain procedures to insure that all persons have an equal opportunity for professional advancement.

Component officers will post for a period of at least five (5) working days on bulletin board throughout the university all position vacancies which would constitute promotions for university personnel. After the posting period the component officer will interview internal candidates who have applied for the posted vacancy in accordance with the process outlined in Article VI of the plan. Within five (5) working days of the last internal interview, the component officer will notify in writing of the component's decision with respect to his or her candidacy. This decision will indicate:

1. That the component officer will recommend him/her for the position,
2. That the component officer will not recommend him/her for the position,
3. That the component officer will continue to consider him/her for the position, together with external candidates.

The EEO/AA Officer will place in an affirmative action recruitment file the applications of women and minorities who meet the valid minimum qualifications for a positions sought through promotion or transfer, but who are not appointed. The EEO/AA Officer will maintain these files and use them to identify potential candidate for subsequent position vacancies.

The university will encourage its personnel to apply, through transfer or otherwise, for vacancies arising within the university. In order to apply, university personnel need not receive approval of or give advance notice to his or her present supervisor. However, as in the case of accepting a position outside the university, the person is expected to give notice to the current component officer of an impending transfer. If necessary, the unit administrator should assist in providing the timing of such transfer.

The basis for recommendations for promotions or transfers of employees are the individual's record of job performance, relevant experience and educational criteria for the position.

**Leaves and Benefits.** The university has an established leave and fringe benefits program for its employees and it will continue to administer each aspect of the program equitably with respect to all eligible employees.

**Part-Time Personnel.** Compensation and fringe benefits awarded to part-time personnel are different from those awarded to full-time personnel. Nevertheless, the university recognizes that affirmative action considerations also apply to the personnel actions taken with respect to such employees. Therefore, part-time position vacancies will receive appropriately wide circulation designed to attract applicants from women and minority groups. The component officer will give each applicant an equal opportunity for the job, and base selection solely on an individual's qualifications for the position.

**Employment of Relatives.** It is the policy of the university that spouses or close relatives of current employees will be considered for vacancies within the university solely on the basis of qualifications, recommendations or decisions specifically affecting the appointment, retention, promotion or work assignments of such university personnel.

**Disabled Veterans and Veterans of the Vietnam Era.** The university will invite all disabled veterans and veterans of the Vietnam era, whether they are applicants or present employees applying for position vacancies, to identify themselves for consideration under the Affirmative Action Program. This invitation will state that the identification is provided voluntarily, that the university will keep its confidential and will use it solely for compliance with affirmative action obligations. Should the veteran refuse to provide identification, the university will not subject the applicant or employee to any adverse treatment.

The component officer will notify all identified disabled veterans or veterans of the Vietnam era who are not recommended for appointment or individual selected. Additionally, in accordance with Federal regulations, the EEO/AA Officer will maintain for one (1) year records regarding complaints made by veterans and actions taken with respect to such complaint.

## **ARTICLE VII**

### **AFFIRMATIVE ACTION COMPLAINT PROCEDURE**

In recognition of the need for an expeditious and fair method of resolving affirmative action complaints, the university has established an Affirmative Action Complaint Procedure. The

procedure shall apply to all complaints that may arise from alleged violations of the Affirmative Action Plan which directly affect the personal and/or professional interests of an individual university employee.

Any university employee may bring a complaint under the procedure if he or she perceives that rights established under this plan have been adversely affected through the action of another university employee, supervisor or other individual acting on behalf of the university. The procedure is outlined below and consists of an informal step, plus two (2) formal steps.

**Informal Step.** The aggrieved employee should, but is not required to, seek resolution of the issues surrounding the complaint through discussion with his or her immediate supervisor.

**Step I.** In the event that resolution of the complaint is not reached at the Informal Step, the university employee may submit a written request to the EEO/AA Officer to have the complaint heard by a specially convened Committee. The written request must be submitted to the EEO/AA Officer within fifteen (15) working days from the alleged occurrence giving rise to the complaint.

Before convening the Complaint Committee, the EEO/AA Officer shall consider whether the complaint is a proper subject for processing under the procedure. If the EEO/AA Officer determines that the complaint is not a proper subject, he or she will so advise the university employee. If the request is approved, the EEO/AA Officer will within five (5) working days of approval, and in the presence of the person filing the complaint, chose by lot three (3) voting members of the Affirmative Action Committee to serve as the Complaint Committee. The first person so chosen shall serve as chairperson of the Committee, the fourth person whose name is chosen by lot shall serve as non-voting secretary. Members who serve on the Affirmative Action Committee may be excused from service on the Complaint Committee only if in the judgment of the EEO/AA Officer a conflict of interest may exist.

The Complaint Committee shall hold an informal hearing on the complaint, giving all interested persons a right to appear to make oral or written statements and/or present relevant evidence.

Within five (5) working days of the hearing, the Complaint Committee shall provide written determination with respect to all issues raised in the complaint and recommend an appropriate disposition of the entire matter. The recommendation shall be dated and signed by at least two voting members of the Committee and submitted to the EEO/AA. Within five (5) working days thereafter, the EEO/AA Officer shall make a written decision with respect to the matter.

An employee shall present his or her own case, by may have counsel present to provide advice. While the Complaint Committee will not make tapes and transcripts of the proceedings, it may make summaries or oral statements. These summaries shall become a part of the record and be available to the employee, the committee, the EEO/AA Officer and, if necessary, the President.

**Step II:** The decision of the EEO/AA Officer may be appealed by the university employee or the person against whom the complaint is brought to the President within two (2) working days of receipt of the decision of the EEO/AA Officer. The President is not required to hold another

hearing, but may base her decision on the record. In these matters, the President's decision is the final university decision.

Any act of reprisal taken by any employee of the university against any other employee of the university as a result of seeking redress under the Affirmative Action Complaint Procedure or cooperating or otherwise participating in any step of the procedure, is prohibited and shall be regarded as a distinct grievable matter under this procedure.

The record of the complaint, together with the final decision shall be placed in a separate file retained in the Office of the EEO/AA Officer. At the request of the university employee, a copy of the final decision shall be placed in the unit personnel file of the employee filing the complaint.

The EEO/AA Officer shall have the right to suspend or dismiss any complaints by individuals who elect to pursue any alternative statutory or regulatory avenue of appeal, or when it is determined that the complaint is not a proper subject for resolution under this procedure.

## **Appendix 6**

### **Forms:**

- New Student Advising Form
- Student Advising Form
- BSW Progress Chart
- Four Year Course Sequencing
- SW203 Volunteer Evaluation Form
- Undergraduate Permission to Transfer Credits Form
- Request for Academic Testing for the Accuplacer / Writeplacer Plus
- Independent Study Form
- Request for Incomplete Grade
- Verification of Minor or Concentration form
- Request for Review of Student Performance
- Remediation Contract
- State Licensure Information

**Georgian Court University  
Office of the Registrar  
900 Lakewood Avenue  
Lakewood, NJ 08701**

**New Student Advising Form**

Student: You will not be able to register for courses until the form is submitted. It is your responsibility to ensure that this form is properly completed, signed, and submitted to the Office of the Registrar. All students are required to receive academic advising, excluding the exceptions noted below.

Student Name: \_\_\_\_\_  
ID# 0000-\_\_\_\_\_

Advisors: By signing below you are confirming that you have met with the new student listed above and authorize them to register.

UG Major 1/: \_\_\_\_\_ Signature: \_\_\_\_\_

Graduate Program  
Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

UG Major 2: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Exceptions:

- Graduate MBA students
- Freshman (29 credits or less) undergraduate Education students do not require the School of Education (major 2) signature. Students declaring Education must meet with the Education Admission Coordinator at the beginning of their sophomore year. Transfer students must meet with the Education Admission Coordinator as soon as they declare Education.

For Office Use Only  
Processed by: \_\_\_\_\_  
Date: \_\_\_\_\_

**Student Advisement Form  
Academic Standards for Admission and Retention**

Student: \_\_\_\_\_

Advisor \_\_\_\_\_

<b>Semester:</b>	_____SW Major
<b>Fall 20__</b>	_____Minor
<b>Spring 20__</b>	<b>Expected Graduation Date</b> _____

**Discussed:**

**Topics:**

	<b>1. GPA/Writing Skills/ Accuplacer/Writeplacer Plus Scores</b>
	<b>2. Interpersonal skills sufficient for professional practice</b>
	<b>3. Commitment to educational process and profession Community and/or Club service</b>
	<b>4. Ability to adhere to Code of Ethics (NASW), self-awareness, advocacy for self And others</b>
	<b>5. Sound judgment and performance, level of maturity sufficient for professional practice</b>
	<b>6. Ability to adhere to program policies and can use student governance opportunities appropriately</b>

**Progress Notes: (To be completed before student signs)**

<p><b>Outcome of discussion of above topics: (If formal Remediation Contract is warranted, please use Remediation Contract Form and attach)</b></p>
---

**Name of Student**

**(Print)** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Name of Advisor**

**(Print)** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

GEORGIAN COURT UNIVERSITY - PRELIMINARY PROGRESS CHART - UNOFFICIAL UNTIL APPROVED BY THE OFFICE OF THE REGISTRAR

Name:		Student ID#: 0000-		Major: SOCIAL WORK	
<b>COMMON CORE: 36 - 41 CR</b>	<b>CRS</b>	<b>GR</b>	<b>SOCIAL WORK MAJOR - 54 CREDITS</b>	<b>CRS</b>	<b>GR</b>
Academic Writ & Research I (EN111)	3		SW203 Intro to Social Welfare		
Academic Writ & Research II	3		SW253 Majority/Minority Relations		
History ( HI131 Survey American History I	3		SW295 Communication Skills in SW		
Literature (American-EN113 or EN114 )	3		SW305 Human Behavior & Soc Env I		
MA103 - Statistical thinking	3/4		SW306 Human Behavior & Soc Env II		
Natural Science (w/lab) BI111 Life: Human Bio	3/4		SW310 Methods of SW Research		
Philosophical Inquiry (PL110)	3		SW313 Social Work Practice 1		
Visual & Perf Arts (AR115 or MU109 or MU214)	3		SW323 Social Policy		
World Language (Spanish suggested)	3/6		SW390 Junior SW Education		
World Language (Elem Part II)			SW414 Social Work Practice II		
<input type="checkbox"/> Philosophical (PL300)/ Theological Ethics	3		SW440 Advanced Policy & SW Practice		
<input type="checkbox"/> Religious Studies (RS208 or RS220)	3		SW361 Mental Health		
<input type="checkbox"/> Shaping Lives: Women & Gender	3		Social Work Electives**	6	
<b>DISTRIBUTION CORE: 15-16 CR</b>	<b>CRS</b>	<b>GR</b>	SW496 Senior Field Education	6	
Natural Sci (w/lab) or Sci & Soc or	3/4		SW497 Senior Field	6	
			<b>ELECTIVES</b>		



Suggested Course Sequencing – 4 year Plan-SW496/497

Freshman – Fall	Credits	Sophomore - Fall	Credits	Junior –Fall	Credits	Senior – Fall	Credits
BIO 111	4	SO 101	3	SW 305	3	SW 414	3
MU 109,214, AR 115, 414	3	SO 201	3	EC180*	3	SW 496	6
HI 131	3	SW 203	3	Elective	3	SW Elective	3
PS 111	3	PO 211	3	SW 295	3	SW 323	3
EN 111	3	SP 105	3	Elective	3		
		MA 105	3	Elective	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>15</b>
<b>Freshman-Spring</b>	<b>Credits</b>	<b>Sophomore - Spring</b>	<b>Credits</b>	<b>Junior – Spring</b>	<b>Credits</b>	<b>Senior-Spring</b>	<b>Credits</b>
BIO 112 or 4 credit Sci.	4	SP 106	3	SW 306	3	SW 440	3
HI 132	3	EN 114	3	SW 390	3	SW 497	6
RS 140, 201, 231, 313, 332	3	SW 253	3	SW 313	3	SW Elective	3
PL 151 or 154	3	Hum. Elective #9	3	SW 310	3	Elective	3
Hum. Elect.#8	3	Elective	3	Phys. Ed.	1		
		Elective	3	Elective	3		
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>18</b>	<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15</b>
<b>Total = 132 credits: 32 cr.</b>		<b>36 cr.</b>		<b>34 cr.</b>		<b>30 cr.</b>	

\* NOTE: Offered at the discretion of the Business Department

Signature (student) \_\_\_\_\_ (advisor) \_\_\_\_\_

\_\_\_\_\_ Fall, 20\_\_\_\_

\_\_\_\_\_ Spring, 20\_\_\_\_

\_\_\_\_\_ Fall, 20\_\_\_\_

\_\_\_\_\_ Spring, 20\_\_\_\_

**GEORGIAN COURT UNIVERSITY  
SOCIAL WORK DEPARTMENT  
SW203 INTRODUCTION TO SOCIAL WELFARE**

VOLUNTEER EVALUATION

Student's Name \_\_\_\_\_

Agency Supervisor \_\_\_\_\_

Agency Name & Address \_\_\_\_\_

\_\_\_\_\_

Date Started \_\_\_\_\_ Date Ended \_\_\_\_\_

Number of Hours Completed \_\_\_\_\_

Please offer a brief description of student's assignment.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. The student is able to get along, function, and cooperate well with the agency staff.

Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_

2. The student appears to have tolerance for working with a diverse client population.

Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_

3. The student is appropriately dressed for the agency setting.

Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_

4. The student can comply with time schedules in the agency setting.

Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_

5. The student can comply with the policies of the agency.

Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_

6. The student can accept constructive criticism from appropriate personnel.  
Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_
7. The student does not appear to have difficulty relating to authority figures in the agency setting.  
Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_
8. The student appears to be able to assert herself sufficiently in appropriate situations.  
Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_
9. The student does not appear to over-identify with clients.  
Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_
10. The student is able to maintain her own boundaries as a student in the agency.  
Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_
11. The student has awareness of the concept of professional boundaries in the agency setting.  
Agree \_\_\_ Somewhat Agree \_\_\_ Somewhat Disagree \_\_\_ Disagree \_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you have answered any questions, with something other than "agree" would you please respond below by explaining the reason for your answer and be as specific as possible. Use the remainder of this page and the back, if necessary.



**Georgian Court University**  
**Office of the Registrar**  
**Undergraduate Permission to Transfer Credits Not Yet Earned**  
*(GCU degree seeking students only)*

Georgian Court University degree seeking students must receive permission to transfer credit from the Office of the Registrar ***PRIOR*** to taking courses at another institution. Effective Fall 2003 matriculation, no more than 66 credits may transfer from an accredited two-year institution. An additional 16 credits may transfer from an accredited four-year institution. The following applies to all degree students.

- ⌚ 132 credits are required for graduation.
- ⌚ At least 50 credits must be taken at Georgian Court University.
- ⌚ At least half of the major courses must be taken at Georgian Court University.
- ⌚ Effective August 2005 graduation, at least 66 credits must be earned at Georgian Court University in order for a student to be eligible for degree honors.

**Only approved courses with a grade of “C” or above will be accepted in transfer.** Courses accepted in transfer will count as credit toward the GCU degree, but will not be included in the Georgian Court University grade point average. Official transcripts reflecting final grade must be sent to Georgian Court University **Office of the Registrar**. The transcript must be received **within 4 weeks of completion of the course.**

(Please Print)

Student Name \_\_\_\_\_ Student ID# 0000- \_\_\_\_\_  
 Street \_\_\_\_\_ Commuter Resident \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Indicate your declared major(s):  
 Major 1 \_\_\_\_\_ Major 2 \_\_\_\_\_

Course credit desired for: \_\_\_ Major \_\_\_ Cluster \_\_\_ Elective

\_\_\_\_\_  
 Student Signature Date

\_\_\_\_\_  
 Advisor Signature Date

APPROVED\* NOT APPROVED  
*\*Approval only valid for Semester/Year indicated above*

\_\_\_\_\_  
 Office of the Registrar (Signature required) Date

Institution Where Course Is To Be Taken \_\_\_\_\_ **OR** \_\_\_ CLEP TEST  
**If other than a NJ Community College you MUST provide course description for evaluation.**

\_\_\_\_\_  
 Course # at Outside Institution Course Title Credits

**Semester:** \_\_\_ Fall \_\_\_ Spring \_\_\_ Summer \_\_\_ Winter **Year :** \_\_\_\_\_  
**The GCU Office of the Registrar must receive official transcript within 4 weeks of completion of course.**

If you plan to graduate at the end of this semester **official application for graduation MUST be on file by due date.**

**ACADEMIC DEVELOPMENT CENTER  
REQUEST FOR TESTING FROM SOCIAL WORK DEPARTMENT**

**Advisor:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Test being requested:**

**Accuplacer  
Socialwork.pro (Sentence Skills & Writeplacer Essay)**

**This is my first time taking this test \_\_\_\_yes \_\_\_\_no**

**Fee: \$30.00**

**Accommodation is only available by appointment.**

**Students may not bring dictionaries or cell phones to the test.**

**Students will be given all test result immediately.**

**Advisors can access reports on line.**

**Georgian Court University  
Office of the Registrar  
Verification of Declared Minor or Concentration**

***ATTENTION: Check your audit and/or your IQ Web transcript to be sure you have declared this minor/concentration as part of your academic record. If it has not first been declared, this Verification form will be returned to you unprocessed.***

Student: \_\_\_\_\_ Applied Graduation Term \_\_\_\_/\_\_\_\_ Student ID 0000- \_\_\_\_\_

Verification of officially **DECLARED:**

\_\_\_\_\_ **Minor\*** (Total credits required\* \_\_\_\_\_ )

\_\_\_\_\_ **Concentration** (Total credits required \_\_\_\_\_ )

in \_\_\_\_\_

\*At least half of the credits required for the minor must be earned at Georgian Court.

**To be completed by Chairperson of Minor/Concentration *during the semester of applied graduation.***

The following courses have been completed and apply to the above program per the GCU catalog:

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>	<u>Grade</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Required courses in progress during semester of graduation:

\_\_\_\_\_  
\_\_\_\_\_

*I **certify** this student, upon successful completion of all courses in progress, will successfully complete the above stated minor or concentration as outlined by Georgian Court University policy and published in the appropriate catalog.*

\_\_\_\_\_  
Minor or Concentration Chairperson (Signature) Minor or Concentration Chairperson (Print Name)

\_\_\_\_\_  
Student Signature

The student is responsible for delivering this form to the Office of the Registrar **within the first two weeks of the semester of graduation.**

**GEORGIAN COURT UNIVERSITY  
SOCIAL WORK PROGRAM**

**REQUEST FOR REVIEW OF STUDENT PERFORMANCE**

**Please include a summary of the specific reasons for the request to review. Include all supportive materials and documented conversations. This material will be kept confidential and does not become a permanent addition to the student's file unless facts are confirmed.**

Person submitting request \_\_\_\_\_

Name of Student being reviewed \_\_\_\_\_

What is your relationship to this student \_\_\_\_\_

**Request for Review concerns the following areas:**

Grade Point Average \_\_\_\_\_

Communication problem \_\_\_\_\_

Code of Ethics issue \_\_\_\_\_

Professional Comportment \_\_\_\_\_

**Request for Review is in relation to:**

Course Name and Number \_\_\_\_\_

Field Education Agency \_\_\_\_\_

Time Period \_\_\_\_\_

Signature/position of person submitting report:

Date:

\_\_\_\_\_

\_\_\_\_\_

**GEORGIAN COURT UNIVERSITY  
SOCIAL WORK PROGRAM**

**REMEDATION CONTRACT  
Used in Advising Appointments**

Student \_\_\_\_\_ ID # \_\_\_\_\_

Faculty Advisor \_\_\_\_\_

**STATE AREA REQUIRING REMEDIATION: (be specific)**

**GOALS AND OBJECTIVES OF REMEDIATION:**

**TIMELINE FOR ASSESSMENT OF PROGRESS:**

Faculty Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**GEORGIAN COURT UNIVERSITY**  
**Office of the Registrar**  
**REQUEST FOR INCOMPLETE**

**To be completed by student, unless medical emergency**

A student who has done satisfactory work in a course, but has not completed the course requirements because of illness or some other emergency situation, may request an “incomplete” as a temporary extension of the semester. **Effective Fall 2005, to receive this extension the student must obtain written approval by the instructor and the Dean of the appropriate school prior to the start of final assessment\***.

Due to illness or some other type of emergency, I, \_\_\_\_\_  
Student ID# 0000-\_\_\_\_\_, would like to receive a temporary extension for the course designated below.

**Year** \_\_\_\_\_ **Semester** \_\_\_\_\_

**Course #:** \_\_\_\_\_ **Section:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Reason for Incomplete Request:** \_\_\_\_\_

An “INC” will allow an extension (depending upon length of semester) for instructor to submit a final grade to the Office of the Registrar. This time should be used to complete all course requirements. Due dates for missing course work should be arranged in advance with the instructor to allow sufficient time for instructor’s evaluation and submittal of final grade to the Office of the Registrar by the extension deadline.

At the end of the extension, if the instructor does not submit a final grade to the Office of the Registrar, the student will automatically receive a final grade of “F” for the course unless the instructor submits a different grade, based on work previously completed.

**Semester length Office of the Registrar Final Grade Deadline**

4 or 5 weeks 2 weeks from last day of class

6 or 7.5weeks 3 weeks from last day of class

10 or 11 weeks 4 weeks from last day of class

12 weeks 5 weeks from last day of class

15 weeks 6 weeks from last day of class

I have read the above and agree to all terms. I understand that I will receive a grade of “F” for the course if the instructor does not submit a final grade by the deadline.

\_\_\_\_\_  
Student’s Signature Date\*

\_\_\_\_\_  
Instructor’s Approval Date\*

\_\_\_\_\_  
Dean’s Approval Date\*

*Return this form to the Office of the Registrar Revised 1/2007*

**State Licensure:**

Students who successfully complete the BSW degree are eligible for licensure as a certified Social Worker (CSW) in the State of New Jersey. Please contact the Board of Social Work examiners to obtain an application and additional information.

State Board of Social Work Examiners  
Kay McCormack, Executive Director  
P.O. Box 45033  
Newark, NJ 07101

Web Site: <http://www.state.nj.us/lps/ca/social/swlic.htm>