



**Bachelor of Social Work (BSW)  
Program**

**Student Handbook**

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## EAST CAROLINA UNIVERSITY

Since the passage of the Reorganization Act of 1971 by the General Assembly, North Carolina has one statewide university system consisting of sixteen (17) constituent institutions. The University is governed by the Board of Governors and the University President. Each constituent institution of the University of North Carolina has its own faculty and student body. The chief administrative officer of each institution is the Chancellor. Each constituent institution has a board of trustees composed of thirteen members.

East Carolina University has an enrollment of approximately 28,000 students. East Carolina University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679- 4500 for questions about the accreditation status of East Carolina University.

The School of Social Work is a distinct professional school within ECU's College of Health and Human Performance. The school offers both the BSW degree and the MSW degree in Social Work. The undergraduate program came into existence in the early 1970s and the graduate program began in 1984. Both programs are accredited by the Council on Social Work Education.

### THE SCHOOL OF SOCIAL WORK MISSION AND GOALS

The mission of the School of Social Work is to prepare professional social work practitioners who:

- a. **Recognize** the importance of human relationships by valuing difference, sustaining dignity, and fostering self-worth.
- b. **Provide** ethical and effective social work services to individuals, families, groups, organizations, and communities;
- c. **Engage** with stakeholders and colleagues in the development of practices that reduce marginalization and oppression and solve problems;
- d. **Collaborate** with stakeholders, colleagues, community members, and organizations to enhance overall health, wellness, and quality of life; and
- e. **Advocate** for social and economic justice.

Learning takes place in a student-centered environment which promotes the success of all students, including first-generation, non-traditional, military, minority scholars, and caregivers of children and older adults. The school contributes to the development and dissemination of knowledge and develops tomorrow's leaders by preparing graduates with the knowledge, skills, and values necessary to inspire positive change and to succeed in a global, multicultural society. Our signature pedagogy is field education.

**Based upon the mission, the ECU School of Social Work has the following goals:**

1. Prepare graduates to engage in culturally competent, effective, ethical, social work practice with individuals, groups, families, and communities.
2. Create a supportive learning community that recognizes, supports, and honors diversity and difference, especially for students from historically marginalized and

- oppressed groups.
3. Prepare graduates to be leaders who will collaborate with stakeholders to promote social and economic justice, to reduce marginalization and oppression, and to improve health and well-being for the people of eastern North Carolina and beyond.
  4. Conduct and disseminate community-engaged scholarship which contributes to the knowledge base of the profession and promotes effective social work practice.

## **BSW PROGRAM MISSION & GOALS**

### **BSW Program Mission**

The BSW program aligns with the school's mission of preparing graduates with the knowledge, skills, and professional values and ethics necessary to inspire positive change and to succeed in a global, multicultural society. Based on the profession's values and ethics, and social work education's generalist practice competencies, graduates of the BSW program are prepared to:

- Recognize the importance of human relationships and dignity and worth of the person by valuing difference;
- Use knowledge based on scientific inquiry to provide ethical and effective social work services at all practice levels;
- Engage and collaborate with stakeholders, colleagues, community members, and organizations to enhance overall health, wellness, and quality of life;
- Advocate for social and economic justice for marginalized, oppressed, and vulnerable individuals in our region and beyond; and
- Dedicate themselves to continued professional development and self-reflection in social work practice.

### **BSW Program Goals**

The goals of the BSW program include:

1. Provide a strong educational program capable of producing knowledgeable and effective beginning generalist practitioners.
2. Provide leadership in initiating and maintaining partnerships with social work and community organizations with service recipients.
3. Take a leading role in promoting initiatives enhancing social justice and decreasing oppressive conditions affecting poor and otherwise oppressed people in the region and state.

### **Learning Outcomes**

The BSW program supports the concept that professional social work practitioners in human services must have a strong professional knowledge, skill, and value base from which they offer services. Thus, the BSW program ensures our graduates master the following 9 competencies

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

## **GENERALIST PRACTICE**

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

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice. (CSWE 2022 EPAS, p. 17, para. 4).

The generalist social worker is prepared to work with a variety of client systems, including the following:

- a single person
- a whole family
- a formed group such as treatment or support group
- committees or task groups
- a formal organization such as an agency or a network of agencies
- legislators and policymakers

Upon completion of the BSW program it is expected that students are able to perform the following:

1. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication
3. Use technology ethically and appropriately to facilitate practice outcomes
4. Use supervision and consultation to guide professional judgment and behavior
5. Advocate for human rights at the individual, family, group, organizational, and community system levels
6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice

7. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences
9. Apply research findings to inform and improve practice, policy, and programs
10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work
11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice
13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies
14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies
15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies
16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies
19. Select and use culturally responsive methods for evaluation of outcomes
20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

### **CURRICULUM & DEGREE REQUIREMENTS**

Students who successfully satisfy all course and semester hour requirements will graduate with a Bachelor of Social Work (BSW) degree. To meet the graduation requirement, students

must complete **120 semester hours (s.h.)**:

1. General Education including: **(40 s.h.)**
  - a. BIOL 1050/1051,1060
  - b. MATH 1050
  - c. PSYC 1000
  - d. POLS 1010
  - e. ECON 2113
2. Social and Behavioral Science Cognates: **(15 s.h.)**
  - a. 3 s.h. History
  - b. 6 s.h. Psychology
  - c. 6 s.h. Sociology
3. Social Work courses: **(57 s.h.)**
  - a. Tier courses (required courses)
  - b. 2 social work electives
4. Electives of student's choice **(8 s.h.)**.

The first semester of BSW coursework begins in the fall, and social work electives and general electives may be taken as the students' schedules permit. Tiered courses represent a portion of the curriculum, which is taken in the same semester, and consists of the required courses that BSW students must complete. Students may withdraw from a tier course due to personal reasons; however, doing so will delay their graduation, and students must complete courses in one tier before moving on to the next. As the curriculum is offered in tiers and taken sequentially, courses are only offered once a year. They are tiered as a collection of courses that go together for pedagogical purposes, as courses taken in Tier 1 are then built upon on Tier 2, then Tier 3, and Tier 4 that culminates in the field placement. Students are expected to take the following courses concurrently:

1. **Tier 1, Junior Year, Fall Semester:** SOCW 3201 Social Work Practice I, SOCW 3306 Social Work Policy I, SOCW 3401 Social Work Research I: Quantitative Methods and Statistics, and SOCW 3501 Writing for Social Work;
2. **Tier 2, Junior Year, Spring Semester:** SOCW 3101 Human Behavior & the Social Environment I, SOCW 3202 Social Work Practice II, and SOCW 3402 Social Work Research II: Qualitative Methods;
3. **Tier 3, Senior Year, Fall Semester:** SOCW 4102 Human Behavior & the Social Environment II, SOCW 4203 Social Work Practice III, SOCW 4306 Social Work Policy II, and 4980 Pre-Field Capstone;
4. **Tier 4, Senior Year, Spring Semester:** SOCW 4990 Field Education and Seminar.

### **SOCIAL WORK FIELD INSTRUCTION**

Field Instruction is the culmination of the BSW program. Field Instruction is a four-day field placement plus a seminar. This course takes place in the student's final semester (spring) before graduation. Students must apply for admission to the Field Education program. Deadline dates for filing application are posted by the Office of Field Education.



BSW field placements provide generalist practice opportunities for students. The Office of Field Education locates and places all students and students are not to find their own field placement. It is recommended that students who are interested in a field placement at a school complete the school social work certification curriculum. The student is NOT to take other courses along with the field internship. However, with special permission from the BSW Program Director, a student may take a social work elective. A change in field placement will not be considered after students begin their placement. An exception may be made if there are issues in the field setting that cannot be resolved. The Director and Assistant Director of the Office of Field Education are available to answer questions and work with students regarding their placements. More information regarding the Field Education program can be found in the Field Education Manual located on the School of Social Work webpage.

## **SPECIALIZATION & MINORS**

### **School Social Work Licensure**

Students seeking licensure as a school social worker must complete a course sequence that includes courses in the upper division of teacher education. The College of Education and the School of Social Work will maintain a record to help track the student's completion of licensure requirements. Upon completion of appropriate social work and education courses (SOCW 4503, SOCW 4990, EDUC 3200, and SPED 2000), and the required field hours in a public-school setting, the student may apply with the North Carolina Department of Public Instruction (NCDPI) for School Social Work licensure. The School of Social Work and the College of Education will recommend licensure upon request from NCDPI. For more information, please see <https://hhp.ecu.edu/socw/cert/> and/or contact Dr. Reeve Kennedy at [kennedyre22@ecu.edu](mailto:kennedyre22@ecu.edu) for more information.

### **North Carolina Child Welfare Education Collaborative**

The North Carolina Child Welfare Education Collaborative (NC-CWEC) is a unique, statewide partnership focused on improving public child welfare services in North Carolina. Established in 1999, the Collaborative is administered by the Jordan Institute for Families through a contract with the NC Department of Health and Human Services, Division of Social Services. The NC-CWEC seeks to strengthen public child welfare services in the North Carolina by increasing the number and diversity of well-trained and highly committed BSWs and MSWs employed in local Department of Social Services (DSS). NC-CWEC students must: complete SOCW 4506 Theory and Practice in Child Welfare prior to their field placement; complete their field placement in a NC county DSS in a child welfare services unit providing CPS investigation, assessment or treatment services or Child Placement services; and complete NC Transfer of Learning Activities as a part of their child welfare field placement. In exchange for completing these requirements, upon graduation Child Welfare Waiver students receive their NC Child Welfare Pre-Service Training Certificate. For more information See <https://cwec.unc.edu/> and/or contact Dr. Kevin White at [whitekev15@ecu.edu](mailto:whitekev15@ecu.edu)

### **Gerontology Minor (Appendix B)**

The Gerontology minor augments major fields of study with an overview of issues confronting older adults, their families, and service providers. In recognition that aging can be viewed from a variety of perspectives, students can choose courses from several academic disciplines.

Courses with aging as their primary content that are not listed as electives may be counted toward the program with approval of the program coordinator. Social work majors may use 3 s.h. of SOCW 4990 if their placement is in an aging-related setting. The gerontology minor requires 18 s.h. Students are required to take Introduction to Gerontology (SOCW/HDFS/GERO 2400) and GERO 4300 Seminar in Aging Studies. Please contact Dr. Abby Schwartz at [schwartza15@ecu.edu](mailto:schwartza15@ecu.edu) for more information.

## **ADMISSIONS**

### **Admission Criteria for the BSW Program**

Students are not simultaneously admitted to the BSW program when they are admitted to East Carolina University (ECU). A student is eligible to apply for admission to the BSW program when the following conditions (criteria) are met:

1. completion of a minimum of 32 semester hours (s.h.) of general education credit,
2. an overall 2.5 GPA, and
3. completion of SOCW 1010 and SOCW 2010 with a 2.5 GPA in these courses.
4. completion of transferable social work courses within the past seven years (if applicable).

### **Transfer & International Students**

Students transferring to ECU from an institutionally accredited university or college must meet the following conditions for admission into the BSW program: admission to ECU; completion of a minimum of 32 s.h.; an overall ECU GPA of 2.5; and completion of the equivalent of SOCW 1010 and SOCW 2010 with a 2.5 GPA in these courses. Courses must have been completed within the past 7 years in order to complete a successful transfer. International students follow the required institutional criteria and procedures to apply to ECU. There are no additional criteria for international students who apply to the BSW program.

### **Application Deadlines & Content**

Applications for students currently enrolled at ECU and have declared as BSW-intended majors must be submitted annually by February 15th. This application date allows students to preregister for social work courses if accepted into the program. Change of majors and

transfer student applications have a deadline of June 30th. Transfer students are encouraged to apply for the spring or summer admission term when applying to the university. This will allow transfer students one term to establish the required 2.5 ECU GPA needed to submit their application.

The application to the BSW program consists of general information including transcripts, volunteer work and/or employment over the prior 3 years, and a personal statement. The personal essay is composed of responses to the following 6 questions:

1. How and why did you become interested in a career in social work?
2. Please identify a current social problem that concerns you. How might the social work profession contribute to the resolution and/or improvement of this problem?
3. List and describe your personal strengths that you believe will help you work successfully with clients.
4. Social work professionals intervene directly with and on behalf of diverse populations. These include adult men and women, racially and ethnically diverse populations, gay, lesbian, bisexual or transgender individuals, children, older adults, persons with HIV/AIDS, persons with disabilities, and economically disadvantaged individuals. Many of these clients will present with a variety of concerns including (but not limited to): domestic violence, sexual assault, end-of-life care, confusion over sexual identity and fear of “coming out” to family and friends, and uncertainty about pregnancy. The NASW Code of Ethics states the mission “is to enhance the professional growth and development of our members, to create and maintain professional standards for social workers, and to advance sound social policies.” (NASW, 2023).
  - a. Discuss your thoughts working with the above populations and issues.
  - b. Explain any reluctance or apprehension about working with certain populations or issues that may present a challenge to you.
  - c. How do you plan to confront these challenges?
5. This program requires a 448-hour internship during your last semester prior to graduation. The internship requires a Tuesday-through-Friday requirement (32 hours a week – daytime only). If you currently have a time constraint (caregiving, employment, etc.), what steps will you take to complete your internship without interruption? Please detail constraints and solutions. If you do not have a time constraint presently but something unexpected occurs that changes your situation, what would you do to make certain that you are able to complete your internship without interruption?
6. Is there any other information you would like to share that would help us in reviewing your application?

### **Evaluation of Admission Applications Policies & Procedures**

All applications to the BSW program are evaluated for academic achievement, review of the applicant’s personal statement, and volunteer and/or work experience in the prior 3 years, by the BSW Program faculty and staff in the Office of Field Education. The School of Social Work (SOSW) Program Specialist assists with the dissemination of applications for review to faculty and staff in the Office of Field Education. Applicants must meet or exceed the stated minimum criteria and performance expectations to be admitted into the BSW Program.

The procedures for evaluating admission applications for the BSW program are as follows. Completed applications are emailed to [BSW@ecu.edu](mailto:BSW@ecu.edu) that is monitored by the BSW

Academic Advisor. Upon review for completeness, the Academic Advisor emails the applications to the BSW Program Director and the SOSW Program Specialist.

The Program Specialist collates the applications into batches and disseminates them via email for faculty to review. Reviewers have approximately 5 business days to evaluate each batch of assigned applications (a batch includes 7-10 applications). Each application is evaluated separately by 2 BSW social work faculty/ staff in the Office of Field Education. Application reviews begin following the February 15th deadline.

General instructions for evaluating the applications is provided to reviewers with each batch they receive by email. Applications are evaluated per the following:

1. Has student successfully completed SOCW 1010 and SOCW 2010? (With C or above & 2.5 average for both)?
  - a. If yes, please continue evaluating the application.
  - b. If no, and the student is currently enrolled in 1010 and/or 2010 now or in the summer, continue - this means that you will recommend *provisional admission* is based upon successful completion of the required courses.
2. Does student have a 2.5 overall grade point average (GPA)?
  - a. If yes, please continue evaluating the application.
  - b. If no, and the student is currently enrolled and is close to a 2.5 GPA, continue – this means that *provisional admission* will be based upon at least a 2.5 overall GPA at the end of enrolled term or summer session.
3. Personal Statement Evaluation:
  - a. Acceptable
  - b. Marginal
  - c. Not Acceptable and the student should not be admitted- briefly LIST why?
4. Overall Recommendation (check):
  - ☐ Full Admission- student has met all requirements.
  - ☐ No Admission – whether grades, courses, writing, attitude, or no clue about social work
  - ☐ Provisional Admission – essay is acceptable, GPA is acceptable, and student only needs to successfully complete SOCW 1010 and/or SOCW 2010

If a reviewer recommends “No Admission,” they must provide a short statement explaining why the student should not be admitted.

Once faculty/staff in the Office of Field Education complete their evaluations they send the information back to the Program Specialist who then collates the decisions into a grid that is accessed by the BSW Program Director. The Program Director then contacts the students with the decision to admit fully, provisionally, or do not admit.

If the two faculty differ on their decisions regarding an application, the BSW Program Director will review the application and decide the student’s admission status. The Program Director reserves the right to request clarification on personal statements, interview applicants, or request further documentation related to admission requirements for determining admission status. If necessary, the BSW Program Director may also review applications individually.

### **Applicant Notification Policies & Procedures**

Students who are fully accepted, provisionally accepted, or are denied admission into the

BSW program are notified by email by the BSW Program Director. There is no formal appeal process, however, if a student would like more information about how they may improve their application to meet the standards if they plan on reapplying for the next cycle, they may contact the BSW Program Director.

As evaluations of applications are completed and final decisions are made, students are notified of the status of their application by the BSW Program Director per the policy noted above. The email also includes the same information in an attachment on School of Social Work letterhead with the BSW Program Director's signature. The BSW Academic Advisor is cc'd on all notification emails so that they may assist students in enrolling in BSW courses or identifying another major or courses to complete should a student wish to reapply in the next BSW application cycle.

### **Notifying Applicants of Provisional Acceptance Policies & Procedures**

If applicable, the BSW program notifies applicants of contingent conditions as part of the application notification email. Please note, contingent conditional acceptance is called provisional acceptance in the BSW program. Provisional acceptance may be applied when:

- Students have yet to complete SOCW 1010 and/or SOCW 2010 and will be completing it in the spring or summer semesters prior to the start of the fall.
- Transfer students may take courses to establish an ECU GPA of 2.5 or higher and must do so by the end of summer session II. This may also include needing to take SOCW 1010 and SOCW 2010.

Failure to achieve these requirements results in a student's provisional acceptance being Withdrawn and their not being fully admitted into the program.

Students receive an email from the BSW Program Director indicating the status of their application and any provisional conditions. After students have been notified, the BSW Academic Advisor works with each applicant to ensure they enroll in the necessary courses offered in the summer sessions to meet the requirements of successfully completing SOCW 1010 and SOCW 2010 and/or other courses to establish a 2.5 ECU GPA.

After the successful completion of SOCW 1010 and/or SOCW 2010 and/or establishing the required minimum 2.5 ECU GPA, provisionally accepted students' grades and GPAs are reviewed by the BSW Academic Advisor at the end of summer session II.

- If students meet the criteria for acceptance, the Academic Advisor notifies students of their status change by email from provisionally to fully accepted into the BSW program. The Academic Advisor then assists in enrolling the students into the initial social work courses that begin the following fall.
- If students do not meet the criteria for full admission, the BSW Program Director contacts them via email to notify them that their provisional acceptance has been revoked and encourages the student to contact the BSW Academic Advisor to develop alternate plans for the upcoming fall semester. The Academic Advisor is copied on this correspondence.
- The BSW Academic Advisor then assists students in determining if they want to change their major, or, if they intend on reapplying to the BSW program during the next application cycle. If students intend to reapply to the program, the Advisor assists them in enrolling in other courses to complete during the next academic year.

## Transfer of Credits Policies & Procedures

Transfer credits from an accredited institution of higher education are generally accepted by ECU and may be applied to the BSW degree. ECU uses a Baccalaureate Degree Plan (BDP) with North Carolina Community Colleges (<https://registrar.ecu.edu/caa-baccalaureate-degree-plans/#S>). BDPs are transfer plans for students who have completed two years at a Community College and then plan to transfer to ECU to finish remaining program requirements. The BSW program does not have any formal agreements with institutions where students are automatically accepted or admitted into the program. ECU also offers the Pirate Promise program (<https://piratepromise.ecu.edu/>). This transfer program is for students in their first year of coursework at their community college, who are invited to attend special events and receive advising assistance and support before they apply to ECU.

Transferring credits from colleges or universities outside of North Carolina depends on the institution's subject matter and accreditation. ECU maintains a course equivalency list (<https://registrar.ecu.edu/course-equivalency/>) that assists in determining what courses may be transferred. All non-social work courses are assessed by the Registrar's Office to determine transfer credit equivalency.

The BSW program permits the transfer of social work course credits. For students transferring from a CSWE-accredited program, courses they have completed (required and elective) are reviewed for course equivalency to ECU's BSW program and are approved or not approved as equivalent by the BSW Program Director. Students must submit transcripts, syllabi for courses and/or course descriptions, and must have earned at least a C or higher in a course for it to be considered for transfer. Students provide documentation to the BSW Academic Advisor who then sends the information to the BSW Program Director. Only courses from CSWE-accredited programs are given consideration, especially practice courses. For field education, the BSW Program Director along with the Director of the Office of Field Education determines which courses from CSWE-accredited programs, if any, are transferable (e.g., Pre-Field Capstone Course).

Should a student transfer to ECU and be accepted to the university, they complete the following steps to pursue a transfer of credits:

- The transfer student schedules an appointment with the BSW Academic Advisor who reviews their transcript and recommends coursework.
- If the transfer student has partially completed a social work program at a CSWE-accredited program, the Academic Advisor provides the BSW Program Director with the student's transcript noting which social work courses were completed.
- If a course is not on the equivalence page or if such transfer of courses was not previously approved, the BSW Program Director completes the following to determine which courses may be transferred:
  - Confirms that the other institution's baccalaureate program was accredited by CSWE at the time the course was taken using the accreditation directory (<https://www.cswe.org/accreditation/about/directory/>).
  - Reviews the student's transcripts to ensure a grade of C or higher in the courses the student seeks to transfer, including an overall GPA of at least 2.5.
  - Reviews syllabi including competencies addressed in each course, and course descriptions from the other institution's course catalog to determine equivalency.

- After deciding which, if any, courses are eligible for transfer to the BSW program, the BSW Program Director contacts the Academic Advisor notifying them of this information.

### **Credit for Life Experience or Previous Work Experience**

The BSW program does not grant social work course credit for prior work or life experiences.

The BSW program informs applicants and other constituents of this policy in several ways:

- BSW students are notified of this during sessions with the BSW Academic Advisor.
- BSW students are notified of this information during BSW program orientation.

## **ADVISEMENT, RETENTION, & TERMINATION**

### **Academic Advising Policies & Procedures**

BSW student academic advising is provided by the BSW Academic Advisor from the College of Health and Human Performance (CHHP). The Academic Advisor helps plan the student's academic program, particularly during registration periods; keeps a record of their progress; and is available throughout the year for additional academic advising. The BSW Program Director is also available informally to students for any academic planning decisions or concerns.

The BSW Academic Advisor meets with students individually twice each academic year, once in the fall and again in the spring. These meetings primarily address registration, academic planning, and monitoring of progress in their plans of study. In addition to these routine meetings, the advisor maintains a flexible schedule to meet with students by phone, video conference or face-to-face with the students throughout the academic year. The advisor is available to meet with students at other times when additional needs or unexpected issues arise. The advisor also sends out monthly "advising updates" that include information students need to know about the BSW program and/or ECU deadlines/important dates. The BSW Academic Advisor contacts the BSW Program Director should any situations arise that need an in depth discussion or any problems with the advising process.

### **Professional Advising Policies & Procedures**

The BSW program offers multiple opportunities for professional advising. Professional advising is provided and initiated by both students and a) BSW faculty members and/or, b) Staff in the Office of Field Education.

Professional advising is provided via office hours, and BSW faculty, including the BSW Program Director, must offer a minimum of five office hours per week each semester. These hours are included in faculty syllabi, on faculty office doors, and the School of Social Work (SOSW) main office maintains a list of faculty's office hours each semester. Students may also initiate requests from faculty for professional advising outside of their designated office hours. BSW part-time instructors also provide office hours mostly upon request given they also work full-time jobs in other social work settings. As practitioners, part time instructors provide additional opportunities for professional advising to students to bridge their educational learning with the practice community.



Other opportunities for professional advising include support and guidance through the Office of Field Education, networking opportunities and engagement in faculty projects and research, engagement in training/liaison programs offered at ECU and NASW-NC, and via funding support for students through the SOSW to attend professional conferences and related opportunities.

Professional advising includes:

- Open office hours with faculty members and/or the BSW Program Director.
- The Office of Field Education provides professional advising to students in the form of a resume workshop, information on dress attire, interviewing skills and other areas of professionalism.
- BSW Faculty Research and Community Project Opportunities: BSW faculty are engaged in various research and community-based projects, and some maintain an open-door policy for undergraduate students seeking additional learning opportunities.
- BSW students may also pursue research projects of their own with the support of BSW faculty. This includes applying for Undergraduate Research and Creative Activity Awards (URCA) that provide funds to support faculty-mentored research and creative projects undertaken by undergraduate students. URCA's include funds to pay for supplies and materials to support the project, travel to the site of the project and a stipend for the student. Awardees complete final reports and are encouraged to present their findings at Research & Creative Activity Achievement Week. Students receive additional research focused professional advising as they develop their URCA's and carry out their research projects and presentations.
- The SOSW Student Professional Development Funds: As noted in Accreditation Standard 3.1.10, these funds are designed to support student development in leadership and scholarship. Examples include funding for registration fees for conference registration to develop research and/or leadership skills and professionalism (e.g., NASW, CSWE, Society for Social Work and Research). These funds support students in building connections with other professionals and professional organizations.
- BSW Program Monday Memos are sent by the BSW Program Director weekly during the academic year to BSW students and faculty. The memos highlight information and professional opportunities within the community and in professional organizations. For example, the Social Work Lecture Series is highlighted including topics addressed such as: Connections to Mental Wellness; and Child Welfare 101 for Human Service Professionals. As BSW Faculty also receive the memos, they reinforce aspects to students in their classes, providing additional professional advising support. BSW Monday Memos are supplemented with additional information as the BSW Program Director receives it, such as job opportunities.
- NASW-NC Student Liaison Program: BSW students may serve as a NASW-NC student liaison and serve as a link between the BSW program and NASW-NC, in addition to becoming advocates for the social work profession. Liaisons are a voice for NASW to convey the importance of the work NASW does on behalf of the social work profession both at the national and state level. Student liaisons develop professionalism within their role and also gain additional advising from NASW-NC members and staff. Some key activities include: 1) Distributing membership information to both classmates and faculty, 2) Attending monthly one hour Zoom



meetings with liaisons across the state, and 3) Informing NASW-NC of current events going on at their BSW program.

- Maternal and Child Health Scholars, Training, and Enrichment Program (MCH-STEP): BSW students are eligible to apply to MCH-STEP, funded by the Health Resources and Services Administration. This program inspires the interest of diverse undergraduate students and supports them in exploring and envisioning MCH-related career paths. MCH-STEP is a training program that enhances the diversity of next generation of MCH-related health professionals, and the program includes BSW faculty who serve as Faculty Mentors providing support such as knowledge about potential career pathways and graduate school preparation.

Both BSW faculty members and/or staff in the Office of Field Education provide professional advising to BSW students. Students who choose to complete the gerontology minor in gerontology, promoting equity in health and human services minor, the child welfare education collaborative, or school social work licensure, receive professional advising through the faculty member that coordinates each of these programs. Faculty serving as coordinator of each of these programs are also available to BSW students for professional advising.

Professional advising also takes place by the Office of Field Education while students complete the SOCW 4980 the Pre-Field Capstone course, and during SOCW 4990 Field Education and Seminar via the Seminar Instructors.

## **Evaluating Students' Academic Performance Policies & Procedures**

### **BSW Program Policies & Procedures**

Students must maintain an overall GPA of 2.5 or higher once they are accepted into the BSW program. Failure to maintain a 2.5 GPA results in probation and possible dismissal from the program. If a student earns lower than a C (2.0) in a tier/core course, they remain on probation and will be required to retake the course when it is offered again. If upon retaking the tier/core course the student fails to earn a 2.0 or higher, they are dismissed from the program.

To ensure that the policy above is adhered to, the following procedures are implemented each semester:

- Final grades and GPAs are reviewed by the BSW Academic Advisor.
- The Advisor then provides a list of students whose overall GPAs are below a 2.5 and/or students who earned lower than a C in a tier/core course to the BSW Program Director.
- Students are notified by the BSW Program Director by email that they are on probation, the reason(s) why they are on probation, and the steps they must take to have the probation status removed.
- Both the Academic Advisor and BSW Program Director track the progress of students on probation to ensure they complete the steps necessary to continue in the program.
- Students placed on probation are referred to the Academic Advisor so that they can plan the succeeding semester accordingly.
- It is at the BSW Program Director's discretion to request a meeting with the student, and the Program Director may refer the student to supportive services such as the Counseling Center, Writing Center, and other ECU resources that may support the student as they repeat the course(s) again and/or try to increase their GPA.

## **ECU Academic Integrity Violation Policies & Procedures**

In addition to the BSW program policies and procedures for evaluating student academic performance, the BSW program also adheres to ECU's Academic Integrity Violation (AIV) Policy. The AIV Policy and procedures are also listed in the Faculty Manual in Part 6 Section 2 (<https://www2.ecu.edu/facultysenate/currentfacultymanual/part6section2.pdf>), and at the Office of Student Rights and Responsibilities (OSRR) website (<https://osrr.ecu.edu/faculty-staff/>).

An academic integrity violation (AIV) is defined as any activity that exhibits dishonesty in the educational process or that compromises the academic honor of the university. Examples include, but are not limited to, the following:

1. **Cheating:** Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work. Examples of cheating include but are not limited to: copying from another student's paper or receiving unauthorized assistance during a quiz or examination; using books, notes, or other devices when these are not authorized; improperly obtaining tests or examinations; collaborating on academic work without authorization and/or without truthful disclosure of the extent of that collaboration; allowing or directing a substitute to take an examination.
2. **Plagiarism:** Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work. Examples of plagiarism include but are not limited to: submitting a paper that has been purchased or downloaded from an essay-writing service; directly quoting, word for word, from any source, including online sources, without indicating that the material comes directly from that source; omitting a citation to a source when paraphrasing or summarizing another's work; submitting a paper written by another person as one's own work.
3. **Falsification/Fabrication:** The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected AIV. Examples of falsification/fabrication include, but are not limited to: making up data, research results, experimental procedures, internship or practicum experiences, or otherwise claiming academic-related experience that one has not actually had; inventing or submitting deceptive citations for the sources of one's information; submitting a false excuse for an absence from class or other academic obligation.
4. **Multiple submission:** The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission. Examples of multiple submission include but are not limited to: submitting the same essay for credit in two courses without first receiving written permission; making minor revisions to an assignment that has already received credit in a course and submitting it in another class as if it were new work.
5. **Violation assistance:** Knowingly helping or attempting to help someone else in an act that constitutes an AIV. Examples of violation assistance include but are not limited to: knowingly allowing another to copy answers during an examination or quiz; distributing test questions or examination materials without permission from the faculty member teaching the course; writing an essay, or substantial portions thereof, for another student to submit as his or her own work; taking an examination or test for another student; distributing information involving clinical simulation and skills assessments.
6. **Violation attempts:** Attempting any act that, if completed, would constitute an AIV as defined herein. In other words, it does not matter if a student succeeds in carrying out

any of the above violations, the fact that a violation was attempted is itself a violation of academic integrity.

The procedures to address academic integrity violations (AIVs) are as follows:

1. BSW faculty member finds an AIV and contacts the student to schedule a meeting.
2. Upon delivery of the notification from the BSW faculty member, the student has seven calendar days to respond to the request for a meeting.
3. If the student fails to respond to the notification, the faculty can move forward in their absence, and the student forfeits the opportunity to present their understanding of the situation to the BSW faculty member.
4. The Initial meeting
  - a. During the initial meeting, the BSW faculty member will review the academic integrity process with the student and will present the information to the student regarding the violation. The student and the BSW faculty member may have a nonparticipating observer at the meeting.
  - b. The student has the opportunity to respond to the allegation and share any additional information.
  - c. If the student agrees to the violation(s) and sanctions, they can sign a waiver provided by the Office of Student Rights and Responsibilities (OSRR). The faculty member then submits the waiver and information to OSRR.
  - d. The OSRR sends communication to the student with the outcome indicating that they can choose to appeal or not appeal.
  - e. If the student does not appeal, the BSW faculty member sanctions are imposed.

### **ECU Academic Integrity Educational Resolution Process Policies & Procedures**

The BSW program also adheres to ECU's Academic Integrity Educational Resolution Process available at the Office of Student Rights and Responsibilities (OSRR) website (<https://osrr.ecu.edu/faculty-staff/>). Academic Integrity Educational Resolution Alternative: During the review of an academic integrity violation (AIV) a BSW faculty member may determine that the penalty for the alleged violation should be something less than a grade reduction or other substantial academic penalty (e.g., a warning, rewrite the paper, or another learning opportunity). If the circumstances warrant such, the faculty may choose to use an Educational Resolution Alternative (ERA). This is a mutual determination between the BSW faculty member and the student acknowledging that a violation has occurred and both parties agree to an educational resolution. This incident will serve as an FYI only and will be stored within the Office of Student Rights and Responsibilities (OSRR) database.

The Academic Integrity Educational Resolution Process includes the following:

- The faculty provides the following information on the form: alleged violation, educational resolution they wish to apply, and attach the Educational Resolution Program Agreement form.
- The Educational Resolution Program Agreement form includes the course number, date and time, and signature of the student and BSW instructor. By signing the form, the student acknowledges that they will complete the assignment by the date indicated on the form and that they understand that failure to complete the assignment will result in the BSW faculty member determining that a grade reduction or other substantial academic penalty is merited.

- The faculty member then uploads the completed form online ([https://cm.maxient.com/reportingform.php?EastCarolinaUniv&layout\\_id=1](https://cm.maxient.com/reportingform.php?EastCarolinaUniv&layout_id=1)) within 10 calendars of meeting with the student.
- The report and agreement form are kept in the OSRR but does not become part of a student's conduct record.

## **Academic Performance Grievance Policies & Procedures**

### **ECU Academic Integrity Violation Grievance Policies and Procedure**

The BSW program adheres to ECU's Academic Integrity Violation (AIV) Policy and the associated policies and procedure regarding grievances. The AIV Policy and procedures regarding grievances are listed in the Faculty Manual in Part 6 Section 2 ([University Regulation on Academic Integrity | University Policy Manual | ECU](#)), and at the Office of Student Rights and Responsibilities (OSRR) website (<https://osrr.ecu.edu/faculty-staff/>).

BSW students suspected of an academic integrity violation (AIV) by the BSW program may appeal decisions made throughout the AIV process. It is the BSW student's right to contact the Office of Student Rights and Responsibilities (OSRR) regarding any suspected AIV decision they would like to appeal.

1. Following the initial meeting between the BSW faculty and the student:
  - a. The OSRR sends communication to the student with the outcome indicating that they can choose to appeal or not appeal.
  - b. If the student disagrees with the information presented by the faculty member, then they may request a meeting with the School Director or designee for a formal School Meeting.
2. Formal School Meeting
  - a. Must be held within twenty-four days of the suspect AIV and is run by the School Director or designee .
  - b. The student presents information, and the faculty presents information. The School Director or designee makes a decision regarding the case and submits the information to OSRR.
  - c. The OSRR then sends communication to the student regarding the decision from the meeting.
3. Student Appeals
  - a. If a student appeals the information provided by OSRR then the Academic Integrity Review Committee (AIRC) reviews the written record to determine whether a decision and/or sanction is supported by the evidence and whether the decision or penalty sanction should be altered.
  - b. If the appeal is not granted by the AIRC, then the BSW faculty member sanctions are imposed.
  - c. If an appeal is granted, the case then moves on to an Academic Integrity Board
4. Academic Integrity Board (AIB)

- a. The case packet is provided to a panel that is composed of five individuals (two students of the conduct board and three faculty members, one who serves as chair of the AIB).
- b. The student and BSW faculty both share information regarding the case.
- c. If the student is found responsible, the AIB can affirm the BSW faculty member's original decision, or amend the decision. Example sanctions include redoing the assignment, reduction in grade on the assignment, zero for the assignment, suspension, expulsion, or an F in the course.
- d. If the student is not found responsible, the AIB does not affirm the BSW faculty member's decision.
- e. After the AIB makes a decision, the case is closed, and the record is retained in the OSRR.

### **ECU Grade Appeals Policies & Procedures**

The BSW also program adheres to the ECU's Grade Appeals Policy listed in the Undergraduate Catalog ([https://catalog.ecu.edu/content.php?catoid=27&navoid=2430#Grade Appeals](https://catalog.ecu.edu/content.php?catoid=27&navoid=2430#Grade%20Appeals)), the Faculty Manual, and at the Office of the Registrar website (<https://registrar.ecu.edu/grade-appeal-policy-and-process/>).

This grade appeal policy establishes a process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor.

The grade assigned by the BSW instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned. To prevail in a grade appeal under this policy, the student has the burden of showing at least one of the following:

1. An error was made in grade computation;
2. Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade;
3. The instructor departed substantially from instructor's previously articulated, written standards, without notifying students, in determining the grade; or
4. Grade assigned was arbitrary or capricious based on the information in the record.

The BSW program follows the ECU grade appeal process:

- A grade appeal must be initiated within 48 hours following the "Grades Due" deadline in the academic calendar.
- A student requests that the BSW faculty member review the assigned grade by sending a request in writing by email to the faculty member and the unit administrator (i.e., department chair, school director) of the unit offering the course. Failure to do so will be considered a forfeiture of the student's right to pursue a grade appeal.
- If the BSW instructor determines they will not participate (e.g., travel plans, conclusion of their contract), their unit administrator will act on their behalf.
- *Step 1: Meeting between Student and Instructor*
  - A virtual or face-to-face meeting takes place between the parties no later than 96 hours after the "Grades Due" deadline. The student is provided the opportunity to state their position and provide evidence to support the grade appeal. Cases can be resolved at this stage by mutual listening.

- *Step 2: Consultation with Unit Administrator (Director of the School of Social Work)*
  - Written Statement of Appeal: If the BSW instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, a written appeal must be presented to the unit administrator in which the course is offered by the end of ten days from the time of the “Grades Due” deadline. The written grade appeal must include the following:
    - Address how the appeal meets one or more of the four standards necessary for a grade appeal,
    - A description of the outcome of the initial discussion with the instructor, and a statement of what the student considers a fair resolution,
    - Relevant materials the student would like to be reviewed, and
    - A copy of the course syllabus and assignment descriptions.
  - Review of Appeal Materials: Following submission of the grade appeal by the student, the unit administrator may request additional materials from the student or instructor. The unit administrator will share all materials with the BSW instructor immediately upon receipt to provide the instructor the opportunity to evaluate and respond.
  - Instructor’s Decision: After receiving a copy of the appeal materials from the unit administrator, the instructor must convey their decision in writing to the unit administrator within seven calendar days. The unit administrator will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within 48 hours of receiving the instructor’s response.
- *Step 3: Appeal to Grade Appeal Committee (CCHP level)*
  - Statement of Appeal. If after the review of the written notification of the outcome from the unit administrator the student wishes to pursue the matter further, the student must submit the appeal record to the dean’s designee within seven calendar days so it can be conveyed to the committee.
  - The dean’s designee will form a three-member hearing committee that shall include three faculty members from the college: one selected by the student, one selected by the instructor of record, and one appointed by the college dean. A hearing will be held within one week. Prior to the hearing, the members of the committee will meet and elect a hearing committee chair who will preside over the hearing and facilitate the drafting and submission of the recommendation. The dean’s designee will be available to the hearing committee as a resource.
  - Grade Appeal Committee Hearing. The committee members shall be furnished with all relevant materials in the case under consideration. The hearing may be virtual or face-to-face, and is attended by the student, the instructor, the committee, and the dean’s designee. The student and the BSW faculty member will each state their view of the situation, provide documentation, and respond to questions from the committee, the dean’s designee, and each other, as appropriate.
  - Deliberation of the Committee. The Grade Appeal Committee evaluates the appeal in terms of the stated grounds for the appeal. A majority vote shall prevail in the committee (excluding the dean’s designee).
  - Committee Recommendation. The committee shall present a written recommendation to the dean. The committee’s recommendation may be to make no change to the assigned grade or to raise the assigned grade, but in no case shall the committee recommend a reduction in the student’s grade. The committee shall provide a written justification of its recommendation to the college dean, no later than seven calendar days after the committee’s hearing.

- Final Decision by Dean. The college dean shall make the final decision on the grade appeal following receipt of the recommendation from the Grade Appeal Committee. The dean shall inform both the student and the instructor of the decision, in writing, within seven calendar days. The dean shall also inform the student and BSW instructor of the committee's recommendation and provide both with copies of the committee report.

## **Evaluating Students' Professional Performance**

### **BSW Admissions & Retention Committee Policies & Procedures**

The BSW program adheres to the School of Social Work's Technical Standards for Professional and Ethical Behavior. Becoming a professional is a gradual process, and the technical standards articulate the minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these standards, they may consult the Technical Standards for Professional and Ethical Behavior document available in Appendix D. The Technical Standards include the following:

1. Communication: Students must be willing and able to meet the following requirements:
  - a. Express ideas and feelings clearly;
  - b. Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
  - c. Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
  - d. Communicate clearly through written products at a level appropriate for undergraduate work, including using correct grammar and spelling and applying the SSW-designated writing style;
  - e. Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in Curriculum Manual on page 48; and
  - f. Mastery of both written and spoken English is required at matriculation in the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.
2. Physical and Cognitive Ability: Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:
  - a. Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
  - b. Navigate the transportation to attend field and classroom requirements;
  - c. Use the technology required to engage in practice and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
  - d. Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
  - e. Demonstrate the capacity to think critically and to apply effective problem-solving skills.

3. Emotional and Mental Stability, Management, and Regulation: In accordance with the National Association of Social Workers' (NASW) Code of Ethics (SS 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:
  - a. Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
  - b. Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals.
  - c. Seek appropriate help when personal issues interfere with professional and scholastic performance;
  - d. Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
  - e. The ability to integrate into practice constructive criticism received in both didactic and field settings.
4. Self-Awareness and Reflective Thinking: Students must be willing and able to meet the following requirements:
  - a. Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
  - b. Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
  - c. Take responsibility for their own actions and consider the impact of these actions on others; and
  - d. Seek supervision and accept constructive feedback in a positive manner.
5. Respect for Diversity and Social Justice: Social Work practice requires understanding, affirming, and respecting another individual's way of life and values. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression (Council on Social Work Education, 2022, EPAS p.9, pa.2) Students must be willing and able to meet the following requirements:
  - a. Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
  - b. Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation,



- marital status, national origin, ability, and/or value system;
  - c. Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
  - d. Approach differences with an attitude of humility and respect; acknowledging the importance of cultural differences in shaping life experiences;
  - e. Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
  - f. Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.
6. Ethical Conduct: Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social worker profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:
- a. Adhere to a commitment to clients' rights to freedom of choice and self-determination;
  - b. Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
  - c. Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;
  - d. Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
  - e. Disclose any criminal conviction, plea of guilty, plea of no contest, plea of nolo contendere, Alford plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
  - f. Disclose any discipline imposed by a state licensing board or the equivalent; and
  - g. Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visuals materials for academic course work.
7. Interpersonal Skills: Students must be willing and able to meet the following requirements:
- a. Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and
  - b. Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship, and exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.
8. Academic and Professional Standards: Students must be willing and able to meet the following requirements:
- a. Demonstrate the ability to meet the School of Social Work's BSW program requirements to remain in good academic standing and to continue in the program (i.e., must maintain an overall 2.5 GPA and not receive lower than a C in any social work class). This includes following the policies and procedures as stated in the ECU Code of Ethical Conduct and Professional Behavior for Students and Residents, in the ECU Undergraduate Catalog Academic Regulations

(<http://catalog.ecu.edu/content.php?catoid=12&navoid=908>), and the BSW Program Student Handbook.

- b. Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- c. Follow the policies, procedures, and operating standards of the School of Social Work, the BSW program, ECU, and the field placement agency;
- d. Ensure that appearance, dress, and general demeanor are appropriate to the context;
- e. Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- f. Adhere to agency policies and practices through the learning process and supervision.

If at any time, while enrolled in the BSW program a student's behavior appears in conflict with the Technical Standards for Professional and Ethical Behavior listed above, and/or basic standards of professional social work practice as also outlined in the CSWE Competencies and NASW Code of Ethics, those faculty and other professionals observing the student submit their concerns in writing to the BSW Program Director. When a faculty member identifies a concern regarding a student, they are encouraged to bring this concern to the BSW Program Director as soon as possible.

Upon review of the faculty's submission, the BSW Program Director determines if a BSW Admissions and Retention Committee (A&R) meeting with the student is warranted.

The BSW A&R Committee is charged with serving to help a student determine a remedial course of action to ensure successful completion of the program. The BSW A&R Committee is comprised of: BSW Program Director, 2 elected BSW program faculty members, a representative of the Office of Field Education, and additional individuals as deemed necessary by the above members. The BSW A&R Committee serves to help a student determine a remedial course of action to ensure successful completion of the program and can be convened at a student or faculty's request for clarification of concerns or suggestions for improved performance. This includes clarification of non-academic competencies expected of students as well as providing support for students to be able to demonstrate those competencies. The A&R Committee can counsel a student out of the program for non-academic (professional performance) reasons.

1. A faculty member must submit in writing (e.g., via email) their concerns about a student related to professional performance to the BSW Program Director. Concerns must be related to those outlined in the technical standards, CSWE competencies, and/or NASW Code of Ethics.
2. The BSW Program Director reviews the request for clarification of concerns or suggestions for improved performance submitted by the faculty, to determine if a meeting of the BSW Admissions and Retention (A&R) Committee is warranted. The BSW Program Director solicits information from the relevant parties regarding the request.
3. If the BSW Program Director determines that a BSW A&R Committee meeting is warranted, the student will be notified by email of the purpose, date, time, and location of the meeting, and will be provided documentation for review regarding the reason(s) for the meeting.
4. The BSW A&R Committee meeting date will be set for at least 5 business days from

which the student is notified so that they will have time to review the notification and associated documentation.

5. The student has the right to have a support person present at the meeting. However, the support person is not given speaking privileges during the meeting.
6. The meeting proceedings will include a discussion of the issues surrounding the report in an attempt to achieve a resolution to the concern and to determine a plan of action.
7. There are a range of decisions available to the committee, including but not limited to: the development of a plan of action which may include goals, indicators of success and time frames, etc.
8. The committee will render a decision by email to the student within 10 business days that will be placed in the student's file and forwarded to the Director of the School.

### **ECU Student Code of Conduct Policies & Procedures**

The BSW program also adheres to ECU's Student Code of Conduct. Policies and procedures concerning student's professional performance and ECU's Code of Conduct are at the Office of Student Rights and Responsibilities (OSRR) website (<https://osrr.ecu.edu/policies-procedures/>).

BSW students are subject to the Student Code of Conduct and related policies from the time they accept admission until they graduate from the University. This means that conduct occurring before classes begin, including New Student Orientation, or after classes end, during the academic year, and during periods between terms of enrollment is governed by this Code.

The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and to support the mission of the University. Such action may include taking disciplinary action as outlined in this Code against students for their on- and off-campus conduct. East Carolina University students shall refrain from the following behaviors:

1. Alcohol: Illegally possessing, consuming, having consumed, and/or providing alcoholic beverages to those under the legal drinking age. Being intoxicated in public regardless of age.
2. Drugs, Drug Paraphernalia, and Other Controlled Substances: Possessing, using, distributing, buying, selling, facilitating a sale, delivering, manufacturing, and/or abusing illicit or illegally obtained substances. Misusing prescription or counterfeit drugs. Consuming, including huffing or sniffing, any substance not intended for such use. Possessing or using drug paraphernalia.
3. Endangerment: Acting in a manner that could or did endanger or injure a person or the ECU community. Examples of endangerment include, but are not limited to, fighting, or operating a vehicle while under the influence of alcohol or drugs, and distributing drugs (on or off campus) to members of the University community.
4. Harassment, Threats, Bullying or Intimidation: Directing action toward a particular individual or group in a manner which is unwelcome, and under the totality of the circumstances, is so severe or pervasive, and objectively offensive that it undermines and/or detracts from the target individual's academic pursuits, participation in University-sponsored activities, or employment, effectively denying equal access to University resources and opportunities.

The objective standard is whether the conduct was directed at a specific person, group, or entity in a manner that would cause a reasonable person to fear for one's safety, the safety of others, or the loss of or damage to property or that is defamatory.

East Carolina University also enforces the University of North Carolina System Policy 700.4.2, which states: While on University premises or while participating in University sponsored activities, acting or in a way to unlawfully threaten, coerce, harass or intimidate another person or identifiable group of persons; or acting or speaking in a manner that is a violation of a constitutionally valid University Policy prohibiting harassment and/or discrimination on the basis of a protected class, including: race/ethnicity, color, religion, sex, sexual orientation, gender-identity, national origin, age, disability, genetic information, political affiliation, or veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service). No student shall engage in unlawful harassment resulting in an environment determined to be hostile by a reasonable person. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria. It is: Directed toward a particular person or persons; Based in whole or in part upon any of the following protected statuses: disability, sexual orientation, race/ethnicity, age, sex, gender identity, color, veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service), gender identity, political affiliation, national origin, or religion; Unwelcome; Severe or pervasive; Objectively offensive; and So unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

1. Hazing: Acting in a manner that would subject another student to physical injury or mental or emotional harm as part of an initiation, or as a criterion of initial or continued membership, into any organized University group, including any society, military groups, athletic team, fraternity or sorority, or other similar group. Planning or preparing to engage in hazing activity is also a violation of the Code. The expressed or implied consent of participants will not prevent disciplinary action. (For more information, see Student Organization Conduct Handbook (under Additional References.)
2. Weapons: Possessing, distributing, using, manufacturing, assembling, storing, transporting, selling, purchasing, or acquiring any weapons as defined in this Regulation on property owned or controlled by the University, including ECU vehicles is a violation of the Code, with the exception of a handgun possessed pursuant to a concealed handgun permit and stored according to law. Possessing, either on- or off-campus, any illegal weapons, including nuclear/biological/chemical weapons, or home-made weapons. This provision also applies to students on the way to and present at any off-campus curricular and extracurricular activity sponsored by the University. Illegally concealing any weapon is a violation of the Code. Any item used or possessed for purposes of use as a weapon will be considered a weapon under this policy.
3. Disruptive Conduct: Being disruptive or disorderly in a manner that interferes with the function of the University or interferes with conduct of others, including law enforcement officers, who are on-campus or off-campus. Disruptive Conduct may include, but is not limited to, refusing or failing to submit appropriate identification or refusing to comply with a request from an identifiable University official acting on behalf of the University, violating University regulations or local, state, or federal orders in place to ensure the health and safety of the ECU community such as orders related to national pandemics or natural disasters, or the failure to abide by University policies, procedures, and any other requirements in place to help reduce the risk of contracting or spreading infectious diseases.
4. Theft: Stealing or attempting to steal property, including intellectual property, or services of any person or entity. Receiving, possessing, or selling/giving away such

property when the student recognizes, or should have recognized, that the property was stolen. Selling books or helping sell books without the owner's permission is an example of theft.

5. Vandalism, Defacement, or Misuse of Property: Defacing, destroying, damaging, or misusing private, University, or other public properties.
6. Trespassing and Unauthorized Use of Property: Entering or using university facilities and/or the personal property of others without explicit permission. This includes but is not limited to, unauthorized access to residence halls, vehicles, stadiums and fields, as well as unauthorized possession, duplication, or use of the property of others or the University.
7. False Information, Forgery, and Fraud: Publishing and/or circulating false information that is harmful to others. Providing false information to the University, including, but not limited to, on an application required to participate in a University activity.
8. Altering, forging, or misusing documents or property which might include, but is not limited to, money, charge cards, checks, personal information, ECU One Cards, grade reports, transcripts, and parking tags. Possessing altered or forged documents or property, such as a fictitious driver's license. Deceitfully using the personal information of others.
9. Having Knowledge of or Assisting with a Violation: Having knowledge of, being present during, instigating, encouraging, or facilitating a violation of the Student Code of Conduct.
10. Gambling: Placing a bet or wager on an uncertain outcome for money or other items of value unless permitted by law.
11. Hindering the University Conduct Process: Coaching, intimidating, retaliating against, or otherwise influencing witnesses, Conduct Board members, conduct administrators, and other participants in the conduct process. Failing to provide the University with relevant information regarding a conduct case as a witness, except in instances where such failure would require a student to identify his/her own violation of the Code. Failing to abide by sanctions, including bans.

Violation of University Policies: Violating University policies including, but not limited to those listed in the related policy section and the University Policy Manual. Violations of campus or University policies, rules, or regulations, or federal, state, or local law may result in a violation of the Student Code of Conduct and imposition of sanctions.

The BSW program follows the procedures related to the ECU's Student Code of Conduct violations and imposition of sanctions:

- An incident report is submitted to the Office of Student Rights and Responsibilities (OSRR) by the BSW faculty. Then a pre-hearing (initial) meeting is held. The OSRR Conduct Administrator will determine whether to pursue charges, based on information presented and discussed during the pre-hearing meeting. If no charges are pursued, the process ends, and the case is closed.
- If it is determined that a violation of the Student Code of Conduct did occur and the student is officially charged, the student then indicates if they are "responsible" or "not responsible."
  - If a student accepts responsibility and waives rights to an administrative hearing, sanctioning occurs, and the student must complete sanctions by the deadline indicated and the process then ends.

- If a student does not accept responsibility, they attend an administrative hearing. If the student is found “not responsible” the process ends. If the student is found “Responsible” sanctioning occurs.
- Once the case is closed the record is retained in the OSRR.

## **Professional Performance Grievance Policies & Procedures**

Grievances related to professional performance can occur related to decisions made by the BSW Admissions and Retention Committee, or decisions in relation to the ECU Student Code of Conduct. The policies and procedures related to grievances for each are detailed below.

### **BSW Admissions & Retention Committee Grievance Policies & Procedures**

If no satisfactory resolution is achieved during a BSW Admissions and Retention (A&R) Committee meeting, the student can choose to appeal to the Director of the School of Social Work (SOSW).

If the student does not concur with the action plan or the BSW Admissions and Retention (A&R) Committee’s decision, the student may appeal the decision:

1. The student may appeal the decision in writing within 10 business days to the Director of the School of Social Work. If the student does not provide notice of appeal within this time frame, the committee’s decision is final. A remedial plan of action or other results of the committee’s decision will not begin prior to the student’s right to appeal process is completed.
2. The Director of the School will meet with the student and the BSW Program Director within 10 business days of receiving the appeal to discuss the report of concerns, the situation, the committee’s decision and/or plan of action, and any other relevant issues/concerns.
3. The Director of the School will review all of the information available, including the student’s statement of appeal, and make a final decision on the matter within 10 business days after the meeting. The Director shall communicate the decision to the student in writing.
4. Except as otherwise protected by law, documentation of the A&R committee review will be provided to the student and placed in the student’s file.

### **ECU Student Code of Conduct Grievance Policies & Procedures**

The BSW program follows ECU’s Student Code of Conduct policies and procedures concerning grievances. These policies and procedures are located at the Office of Student Rights and Responsibilities website (<https://osrr.ecu.edu/policies-procedures/>). If it is determined that a violation of the Student Code of Conduct did occur and the BSW student disagrees, they have a right to appeal the decision.

If it is determined that a violation of the Student Code of Conduct did occur and the student is officially charged, the BSW student then indicates if they are “responsible” or “not responsible.”

- If a BSW student does not accept responsibility, they attend an administrative hearing. If the student is found “not responsible” the process ends. If the student is found “Responsible” sanctioning occurs.

- The BSW student has the right to appeal the decision to the ECU Board of Trustees.
  - The BSW student should send a written appeal by certified or registered mail, or by another means that provides proof of delivery to the Assistant Secretary to Board within ten calendar days after the notice of the Vice Chancellor's decision is sent to the Respondent.
  - A copy should also be provided to the Office of Student Rights and Responsibilities and the Vice Chancellor for Legal Affairs and University Counsel of ECU.
  - If the appeal is received in a timely manner, the Board of Trustees will establish a schedule for its review. If the Respondent fails to comply with the schedule, the Board of Trustees may dismiss the appeal. The decision of the Board of Trustees is final.

## **Evaluating Students' Academic Performance**

### **Academic Performance Evaluation Criteria**

Satisfactory academic performance is evaluated using a 7-point grading scale and criteria:

- Students must maintain the minimum overall 2.5 GPA they had when accepted as a major. If they do not maintain this GPA, they are placed on probation and may be dismissed from the BSW program.
- If a student receives a GPA lower than a 2.0 (C) in a required major course, the course must be repeated for a 2.0 GPA or better.
- If a student earns lower than a C in a tier/core course, and upon retaking the tier/core course the student fails to earn a 2.0 or higher, they are dismissed from the program.
- Students must also adhere to ECU's Academic Integrity Policy

The BSW Program uses one 7-point grading scale in all courses as follows:

<b>Grade</b>	<b>Quality Points</b>	<b>7-points scale</b>
A	4.0	97-100
A-	3.7	93-96
B+	3.3	91-92
B	3.0	87-90
B-	2.7	85-86
C+	2.3	83-84
C	2.0	79-82
C-	1.7	77-78
D+	1.3	75-76
D	1	72-74
D-	.7	70-71
F	0	Below 70

The evaluation criteria are shared with BSW students in several ways:

- BSW application materials
- Course syllabi
- BSW orientation
- BSW Academic Advisor sessions when discussing academic performance
- This is also a point of discussion between the Academic Advisor and BSW students

- Faculty also notify students of this policy if they are at risk of earning lower than a C in a tier/core course

### **How Students are Informed of Academic Performance Grievance Policies & Procedures**

BSW students are informed of the academic performance grievance policies and procedures in several ways:

- Through the BSW Program Director and/or faculty during discussions about academic performance
- BSW orientation

### **Evaluating Students' Professional Performance**

#### **Professional Performance Evaluation Criteria**

The criteria for evaluating professional performance in the BSW program are presented below, and also at the Office of Student Rights and Responsibilities (OSRR) website (<https://osrr.ecu.edu/policies-procedures/>).

Professional performance is evaluated at the BSW program level using the following criteria:

- Adherence to NASW Code of Ethics
- Adherence to the CSWE Competencies
- Adherence to the BSW program's Technical Standards for Professional and Ethical Behavior (Appendix D)
- Use and completion of a Student Performance Improvement Plan (Appendix E)
- The BSW Admissions and Retention Committee
- Adherence to the ECU Student Code of Conduct (<https://osrr.ecu.edu/policies-procedures/>).

The Student Performance Improvement Plan (SPIP) is a tool that faculty can use to evaluate students' professional performance (Appendix E). Faculty can elect to complete a SPIP. In other instances, the BSW Admissions and Retention (A&R) Committee's decision may be that a student must successfully complete a SPIP. This is used throughout the BSW program as needed to identify and address concerns related to professional performance. The SPIP explains which area(s) of social work competency/behavior/technical standards are of concern, the student's current performance in this/these area(s), the expectations in the area(s), the intervention(s) suggested to the student for completion, evaluation criteria for assessing intervention success, and the timeline of completion. BSW program faculty and staff in the Office of Field Education are assigned to work with the student toward completion of the SPIP. The student's progress is monitored and, if deemed appropriate by the committee, the student will be invited back for a follow-up meeting, in an amount of time commensurate to the SPIP timelines. This meeting is used to evaluate progress and determine the student's retention or dismissal from the program.

### **How Students are Informed of Professional Performance Criteria**

The evaluation of professional performance criteria are shared with BSW students in several ways:



- Through the BSW Program Director and/or faculty during discussions in relation to expectations of student professional performance within and outside of the classroom
- BSW orientation

### **How Students are Informed of Professional Performance Grievance Policies & Procedures**

BSW students are informed of the professional performance grievance policies and procedures in the following ways:

- Through the BSW Program Director and/or faculty during discussions in relation to expectations of student professional performance within and outside of the classroom
- BSW orientation

### **Termination Based on Academic Performance**

#### **BSW Program Grades and GPA Policies & Procedures**

BSW program students must maintain the minimum overall 2.5 GPA they had when accepted as a major. If they do not maintain this GPA, they are placed on probation and may be dismissed from the BSW program. If a student receives a GPA lower than a 2.0 (C) in a required major course, the course must be repeated for a 2.0 GPA or better. If a student earns lower than a C in a tier/core course, and upon retaking the tier/core course the student fails to earn a 2.0 or higher, they are dismissed from the program.

Within the BSW program, to ensure that the policies above are adhered to, the following procedures are implemented following each semester:

- Final grades and overall GPAs are reviewed by the BSW Academic Advisor.
- The Advisor then provides a list of students whose overall GPAs are below a 2.5 and/or students who earned lower than a C in a tier/core course to the BSW Program Director.
- Students whose overall GPA is below a 2.5 may be placed on probation or dismissed from the program. Those who have repeated a core course and earned lower than a C are notified by the BSW Program Director by email that they are dismissed from the program.
- It is at the BSW Program Director's discretion to request a meeting with the student. The Program Director may refer the student to supportive services such as the Counseling Center, Writing Center, and other ECU resources that may support the student as they repeat the course(s) again.

### **Termination Based on Professional Performance**

#### **BSW Program & ECU Policies & Procedures**

BSW students can be terminated for professional performance based on ECU's Student Code of Conduct, and non-adherence to the NASW Code of Ethics, CSWE Competencies, and/or the School of Social Work's Technical Standards for Professional and Ethical Behavior. Terminations are referred to as expulsions by the University. The University's decision regarding expulsion supersedes the BSW program should a student be terminated based on the Student Code of Conduct.

Violations of ECU's Student Code of Conduct that involve alcohol, drugs, weapons, hazing, substantial theft or fraud, physical harm to persons or property, sexual misconduct, HIPPA violations, other actions that materially or substantially interfere with or disrupt the protected free expression right of others or create a substantial risk of harm to others or the University, or an accumulation of multiple violations of the Code may result in suspension or expulsion from the University. Student Conduct Board hearings are convened when the case involves possible sanctions of suspension or expulsion.

The BSW Admissions and Retention Committee (A&R) can counsel a student out of the program for non-academic reasons. If the committee has previously recommended that a student take a specific course of action or achieve specified standards for continuation in the program, the committee has the authority to determine if those standards were met (based on the Technical Standards for Ethical and Professional Behavior, NASW Code of Ethics, and CSWE Competencies). The BSW A&R Committee may terminate a student from the program if a student did not follow a remediation plan outlined by Committee, or if it is determined that a student's conduct, behaviors, or other performance demonstrates serious concerns related to professional and ethical standards that the student should be dismissed from the program. The BSW A&R committee does not have any authority over the assignment of, or change in, a student's final grade for a course.

### **BSW Program Procedures**

- Following the BSW Admissions and Retention Committee (A&R) meeting, the student, along with the committee members are emailed the decision for dismissal, including the reasons for termination based on professional performance (e.g., did not follow remediation plan outlined by the BSW A&R Committee).
- The BSW Academic Advisor is also copied on the email as the student is referred to them for advising on next steps such as identifying a new major.
- The committee renders this decision by email to the student within 10 business days of the date that the A&R Committee meeting took place.
- This letter is placed in the student's file.

### **ECU Procedures**

- If the alleged violation might result in suspension or expulsion, the matter will be referred to the Conduct Board and will take place no earlier than ten calendar days after the notice is sent to the student via letter or email.
- If a hearing date is not set in the notice of the charge, written notice of the hearing date is sent to be received by the student no less than five calendar days before the proceeding is scheduled for the hearing.
- All hearings before the Conduct Board where expulsion is recommended will be received by the Vice Chancellor for Student Affairs who will make the final administrative determination.

### **How Students are Informed of Academic Performance and Professional Performance Termination Policies & Procedures:**

The BSW Program informs students about academic performance and professional performance termination policies and procedures in a variety of ways:

- The OSRR website (<https://osrr.ecu.edu/policies-procedures/>).
- BSW Program Orientation: During annual BSW program orientation, the BSW Program Director reviews key policies and procedures for incoming BSW students. This includes

academic performance and professional performance termination policies and procedures.

- BSW Academic Advisor, faculty and/or staff from the Office of Field Education: BSW faculty and staff in the Office of Field Education are aware of all policies and procedures related to termination based on academic performance and advise students regarding this information as needed.

## **STUDENT PARTICIPATION**

### **Policies Specifying Students' Rights to Participate in Academic & Student Affairs**

#### **Policymaking**

All students in the BSW program have the rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs within the BSW Program and the School of Social Work (SOSW). Students are made aware of the opportunities during BSW program orientation and during regular communications with the BSW Program Director via weekly emails to all BSW students. The BSW program provides an environment in which students may exercise their rights to freely express their ideas throughout the program and their rights to provide feedback to the program about its impact in shaping their experiences.

The main ways that students exercise their rights to participate in academic and student affairs policymaking for the BSW program are through Community Meetings and Field Education Community Advisory Committee meetings. BSW students participate in monthly Community Meetings and are officers of the Bachelor of Social Work Student Association (BSWSA) selects student representatives to participate in program development, and the representatives are typically BSWSA officers. At all meetings, students are encouraged to share their ideas and opinions and are asked to contribute to relevant discussions. The feedback of student representatives is solicited during the Community Meetings on a variety of topics warranting their input such as student recruitment, school policies related to BSW the program, and curriculum planning. The BSWSA representative is responsible for relaying back to the BSWSA members important issues addressed in community meetings and share feedback provided by students to those present at the meeting.

The Field Education Community Advisory Committee is comprised of community members that serve in an advisory capacity to the Office of Field Education in decision making, problem solving, and policy setting. They also provide a valuable community link and a direct mechanism for the SOSW to receive feedback from the practice community. The committee meets four times per year and is chaired by the Assistant Director of Field Education. Members serve two-year terms that are renewable for up to six years. The composition includes 9-12 field agency representatives, staff of the Office of Field Education, representatives from the BSW faculty, and student representatives from the BSW program. BSW students are chosen to participate in the advisory committee meetings based on criteria such as high scholarly activity, volunteer experience, and willingness to serve on the committee. BSW students serve 1 academic year, and their role is to provide input and feedback for field from the undergraduate student point of view.

### **Procedures Specifying Students' Rights to Participate in Academic & Student Affairs**

#### **Policymaking**

#### BSWSA Student Representation at Community Meetings:

- The BSWSA faculty advisor informs BSWSA members and officers that they are responsible for representing their classmates at Community Meetings.
- BSWSA then designates who will be present at the Community Meetings.
- The BSW representatives are provided with the list of community meetings and plan which individuals will be present.

#### BSW Student Field Education Community Advisory Committee Meetings:

- The Director of the Office of Field Education identifies student(s) and solicits their participation.
- If a BSW student agrees to be a member of the committee, they are included in the email list regarding the agendas and meeting dates and times of the committee including calendar invites with virtual meeting links.

### **Policies Specifying Students' Opportunities to Participate in Academic & Student Affairs Policymaking**

BSW students have opportunities to participate in formulating and modifying policies affecting academic and student affairs in the program that influence their experience in the program.

While there are many opportunities for students to participate in academic and student affairs policymaking across the ECU Campus, the BSW Program offers routine opportunities for students to participate in academic and student affairs policymaking at the program-level. The primary opportunities include the following:

The Director of the School of Social Work (SOSW) serves as one point of contact for BSW students to participate in policymaking and does so by meeting with the BSWSA President monthly either in person or virtually to discuss topics such as student engagement within the school including ways the school could support BSWSA and its leadership including identifying opportunities for fundraising and professional development. The Director of the SOSW also holds informal "drop ins" each semester that students can attend face to face or virtually and encourages BSW students to discuss any ideas or concerns they may have related to the BSW program. The BSW Program Director also attends the "drop ins" to provide additional support and facilitation of ideas and discussion.

The BSW Program Director is a second point of contact for BSW students to participate in policymaking. The Program Director maintains an open door policy and encourages BSW students to share ideas related to program curriculum development, student affairs policies that should be implemented in the program, etc. The BSW Program Director stresses their availability to meet with students beginning at BSW Orientation and throughout the year in the weekly BSW Monday Memos so that students may exercise their right to freely express their ideas in a comfortable manner.

Annually, graduating BSW students complete two surveys in the spring to inform academic and student affairs. An anonymous exit survey is disseminated in the spring semester to all graduating students soliciting feedback on the implicit curriculum (diversity) to inform areas of program renewals and changes in the BSW program. The Office of Field Education also disseminates an exit survey to graduating BSW students to assist in maintaining and improving the quality of Field Education with feedback solicited regarding the quality of

placements, field experience, and field instruction.

### **Procedures Specifying Students' Opportunities to Participate in Academic & Student Affairs Policymaking**

- Bachelor of Social Work Student Association (BSWSA): Officers for BSWSA serve for one year and are selected by current officers after a member wide nomination process and then vote if needed.
- BSW Program Director Open Door Policy: If a student is interested in meeting with the Program Director they may stop by their office or reach out by phone or email to set up a time to meet. The Program Director is flexible in meeting face-to-face, by phone, or virtually to best meet students' needs.
- BSW program exit survey: Graduating BSW students are notified about the exit survey through a series of emails sent to them by the BSW Program Director in the final two weeks of the spring semester.
- Office of Field Education Exit Survey: One of the staff in the Office of Field develops the survey then emails all BSW students the link. Students are made aware of the incoming survey by their seminar instructors and provided a deadline for completion.
- Monthly meetings between Director of SOSW and BSWSA president: The Director of the SOSW and the BSWSA president identify predetermined dates via email based on their availability at the beginning of each semester. At the meeting dates, items to be discussed are determined beforehand by the BSWSA president and used to establish an agenda to guide the meetings.
- Informal "Drop-In" with the Director of SOSW: BSW students are notified of the informal drop ins via email through the BSW Program Director's Monday Memos along with separate emails focused solely on "friendly reminders" of the upcoming "drop-ins." Meetings are not recorded, and all statements are kept confidential. Following the meeting the Director of the SOSW and the BSW Program Director note next steps on the information provided by students and how it can be addressed.

### **OPPORTUNITIES FOR STUDENT ORGANIZATION**

The BSW Program provides opportunities and encourages students to organize in their interests. This is accomplished in formal ways as described below:

- **School of Social Work Student Professional Development Funds:** The School of Social Work has funds available to support BSW student professional development. The fund is designed to support student development in leadership and scholarship. The Student Professional Development Funds pay for registration fees for leadership (e.g., NASW or CSWE) or research (e.g., SSWR) development, and conference registration. A student may only receive one award per academic year and must submit a formal request to include a description of the opportunity, the amount, and a brief narrative justifying the funding at least 45 calendar days in advance of the proposed travel. The narrative should include a statement explaining how the activity advances the student's leadership and/or research capacity toward their career goals. Support is contingent upon availability of funds.
- **National Association of Social Workers-North Carolina (NASW-NC):** The program actively encourages BSW students are encouraged to join NASW to benefit from the

various professional resources provided to them as a member (job bank, educational resources, conferences, practice area networks, journal, and monthly newsletter access, etc.).

- **BSW Student Liaisons for NASW-NC:** Students who apply and are chosen as a BSW Student Liaison by the BSW program for NASW-NC have key responsibilities, and in many ways serve as a bridge for NASW-NC to the BSW program. Liaisons are a voice for NASW in their respective schools by distributing information on events, resources, etc. from NASW-NC to classmates and faculty. Liaisons attend monthly virtual meetings (one hour each), where all liaisons have an opportunity to check in with each other and receive additional training and resources. Liaisons are asked to offer suggestions and feedback on student-focused member resources to NASW-NC so that NASW-NC can continually improve these resources and make them relevant and helpful for students. Liaisons are asked to inform NASW-NC of current events going on at their schools.
- **Bachelor of Social Work Association (BSWSA):** BSWSA is the undergraduate student organization. Membership is open to all intended and declared Social Work majors. It provides students with the primary opportunity to organize on their own behalf, to participate in community volunteer projects and advocacy, to give input to program development, and to plan activities of interest to students.
- **People Helping the Aging Community Thrive (PHACT)/Sigma Phi Omega:** PHACT is an undergraduate and graduate organization housed in the School of Social Work (SOSW) with two faculty advisors who are BSW program faculty. PHACT has two primary goals: 1) Providing a forum for scholarship and professionalism among students interested in gerontology and 2) Engage in community service activities benefitting older adults in the greater Greenville community. PHACT is open to all students who are interested in community service centered on older adults. PHACT also serves as a chapter of Sigma Phi Omega, a national gerontology honor and professional society. While there are eligibility requirements for SPO membership, you do not have to meet certain criteria to be a member of PHACT and participate in activities.

Along with the formal opportunities above, there are additional ways that the BSW program encourages and provides students with opportunities to organize in their interests:

- Attending North Carolina Social Work Advocacy Day sponsored by NASW-NC to advocate at the North Carolina General Assembly with elected officials. BSW students participated with the goals of furthering knowledge about policy issues in substantive areas of social work practice, learning about legislative advocacy, and educating legislators about the social work profession and important client issues and our profession.

- BSWSA organized donation drives and volunteer opportunities support students in collaborating with community-based organizations around areas they are interested in serving. Examples include a food drive to support the Food Bank of ENC and a wish list drive for the Ronald McDonald House. Students also volunteered their time at various community organizations as well including the Bethel Youth Activity Center, The Red Cross, and Macgregor Downs Health Center/Nursing Facility.
- Collaborating with TEDI BEAR Child Advocacy, BSWSA had facilitators complete the Stewards of Children training with student members on child sexual abuse recognition, response, and prevention.

### **ENCOURAGES STUDENT ORGANIZATION**

The BSW program encourages students to organize in their interests. Examples include:

- Student organization (e.g., BSWSA, PHACT) officers attend new BSW student orientation to talk about their experiences with students and answer any questions they may have.
- During the academic year, the BSW Program Director emails the “BSW Monday Memo” every Monday to all BSW students and faculty. These emails generally address four areas: Opportunities for students at the unit and college level, university level, state level, and opportunities in the greater Greenville community. Example opportunities have included the *North Carolina* Area Health Education Centers (NC AHEC) Scholars Program and NASW-NC BSW Student Liaison program. While memos vary in content, they include professional training (e.g., student webinar series provided by NASW-NC) and leadership opportunities (BSWSA events, NASW-NC student liaison applications, etc.).
- During the academic year students are encouraged to connect with faculty on opportunities to organize their interests. This may include BSW students being incorporated into activities they are already engaged in, providing students with additional opportunities. Examples include undergraduate research, advocacy, or community-based program and project experiences alongside faculty. For example, a student may find a faculty’s area of research interesting to them and request the opportunity to gain research experience and work on the faculty’s project.
- The BSW program encourages students to join other student organizations across campus as well. These organizations make an impact in many distinct aspects of campus and community activities, from service projects in the community to social activities.

### **ADDITIONAL ECU & SCHOOL OF SOCIAL WORK POLICIES**

#### **ECU Department for Disability Support Services (DSS)**

In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states: “No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be excluded from participation in, be denied benefits of, or be

subjected to discrimination under any program or activity receiving federal financial assistance.” The Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Amendment Act of 2010 (ADAA) gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications.

Consistent with Section 504, the ADA, and the ADAA the policy of East Carolina University (the university) is that no qualified individual with a disability may be discriminated against on the basis of his or her disability. Qualified individuals with disabilities are encouraged to seek admission to the university. ECU is making affirmative efforts to accommodate qualified individuals with disabilities. Such efforts include elimination of physical barriers and the provision of individual accommodation. Our goal at the University is to promote institutional programs and employment practices that are accessible to all individuals with disabilities.

Through the Department for Disability Support Services (DSS), the university seeks to meet individual needs by coordinating and implementing internal policy regarding programs, services, and activities for individuals with disabilities. The department functions as a source of information and advice and as a communication link among individuals with disabilities, faculty and staff members, state rehabilitation agencies, and the community at large.

The philosophy of DSS consists of four basic elements:

- No individual will be discriminated against, denied the benefits of, or excluded from participation solely on the basis of the existence of a disability
- Physical and attitudinal barriers, inasmuch as possible, will be removed
- Individuals with disabilities will have an equal opportunity to pursue their educational goals
- Each person is unique with needs that are tailored to the individual

The Department is the centralized agency for receiving disability related documentation and the approval of requested accommodations. The process of documentation review involves an assessment of the individual’s disability with respect to the documentation presented and the accommodations requested.

Accommodation Requests: Students requesting disability accommodations from the University are required to self-identify. Students should complete the required [“Request for Accommodation”](#) form, which is available online. Except in cases of an impairment that is readily apparent, documentation is required. Upon approval of accommodations, the student must schedule an [accommodation](#) meeting with a staff member of DSS. DSS provides a wide range of accommodations which are determined on a case-by-case basis in consideration of the condition’s impact on the individual, history of accommodations and essential elements of ECU’s courses, programs, and activities. Many accommodations have related procedures outlined below which must be adhered to in order for the individual to utilize the approved accommodation.

The Department for Disability Support Services is located in 138 Slay Hall, the telephone number is (252)737-1016 voice/TTY, and more information is available at their website: <https://accessibility.ecu.edu/students/>



## **Disruptive Academic Behavior**

Disruptive academic behavior is any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late or leaving early from class; and making threats or personal insults. A verbal expression of a disagreement with the instructor or other students on an academic subject matter discussed within the course, during times when the instructor permits discussion, is not in itself disruptive academic behavior.

A student who does not follow reasonable standards of academic decorum should first receive a private verbal warning from the faculty member. The instructor should describe the behavior of concern to the student, explain that it is inappropriate, and ask the student to stop the behavior. If the behavior continues, the instructor should give the student a written warning indicating that the student will be removed from the course if the behavior does not cease. If the behavior persists, the instructor should discuss the situation with his/her department chair. If it is decided to remove the student from the course then the instructor should schedule a meeting with his/her department chair and the student to inform the student that they are being removed from the course. This decision must be communicated in writing to the student with a copy promptly forwarded to the Office of Student Rights and Responsibilities. The department chair must promptly communicate the decision in writing to the Office of the Registrar so that the student's schedule will be adjusted accordingly. Instructors should keep written documentation of all actions taken during this process. If the behavior is threatening in nature or is likely to result in immediate harm, the faculty member should contact the East Carolina University Police Department for immediate assistance. (<https://osrr.ecu.edu/faculty-staff/academic-disruptions/>)

## **Final Exam Statement**

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. When a final examination or alternate method of evaluation is given, it is expected to begin for all students shortly after the beginning of the scheduled final examination period, and all students shall have the full scheduled period to complete the evaluation. Students arriving late may be turned away, but only if other students have left the room, and only if this policy is indicated on the course syllabus. If a final examination is not given during the final examination period, the scheduled time for the exam must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

The University establishes a final examination schedule each semester to reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the schedule officially published in ECU's [Academic Calendars | Faculty Senate | ECU](#) except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor. An incomplete (I) for the course will only be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the

instructor.

No test serving as a final exam may be given during regular class meetings. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day. (FS Resolution #11- 51, April 2011; FS Resolution #18-46, May 2018)" (East Carolina University Faculty Manual Part VI, 2020)

<https://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6.pdf>

## **Religious Accommodations**

The University accommodates the religious observances and practices of students and employees except where such accommodation causes undue hardship for the University. The extent of the University's obligation is determined initially by considering statutory requirements; and any obligation of accommodation beyond that shall be determined with consideration of business necessity, financial costs and expenses, and resulting personnel and/or academic problems.

### Accommodations for Students

- Students shall be allowed a minimum of two excused absences each academic year for religious observances required by the faith of the student.
- Students shall provide written notice to the faculty member for the affected class of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance. If a faculty member determines a specific minimum period of prior notice to be reasonable with regard to a class for purposes of complying with this requirement, he or she should communicate that to the students in the class.
- Students shall be given the opportunity to make up tests and other work missed due to such an excused absence for a religious observance.

### Accommodations for Employees

- Employees shall request religious accommodations from their supervisor in writing at least, if possible, 30 days in advance of the desired accommodation. The employee and supervisor should cooperate to determine whether a reasonable accommodation can be granted. If requested, the employee should provide documentation to support the request.
- Supervisors may contact Human Resources Employee Relations or the Office for Equity and Diversity for assistance with employee requests for religious accommodations.

If University community members have questions about or encounter difficulty with religious accommodations, they should contact the Office for Equity and Diversity at 252.328.6804 or [oad@ecu.edu](mailto:oad@ecu.edu).

## **APPENDIX A**

### **BSW Program Tier Course Descriptions**

#### **Tier 1, Fall Semester**

**SOCW 3201. Social Work Practice I (3)** (Prerequisite: SOCW major, SOCW 1010, SOCW 2010; Corequisite: SOCW 3306, SOCW 3401, SOCW 3501): Preparation for generalist practice in social work. Emphasis on generalist problem-solving process and development of interviewing and intervention skills with individuals.

**SOCW 3306. Social Work Policy I (3)** (Prerequisite: SOCW major, SOCW 1010, SOCW 2010; Corequisite: SOCW 3201, SOCW 3401, SOCW 3501): Study of social welfare policy making process and analysis.

**SOCW 3401. Social Work Research I: Quantitative Methods and Statistics (3)** (Prerequisite: SOCW major; SOCW 1010, SOCW 2010; Corequisite: SOCW 3201, SOCW 3306, SOCW 3501). Quantitative research methods and statistics used by social workers as part of social work practice. Knowledge and skills necessary for critical review of research and basic statistical analysis.

**SOCW 3501 Writing for Social Work** (Prerequisite: SOCW major; SOCW 1010, SOCW 2010; Corequisite: SOCW 3201, SOCW 3306, SOCW 3401). Social work writing skills within the context of professional social work documentation (Catalog description). This course is also designated as a Writing Intensive class.

#### **Tier 2, Spring Semester**

**SOCW 3202. Social Work Practice II** (Prerequisite: SOCW 3201; Corequisite: SOCW 3402 and SOCW 3101). Continuation of preparation for generalist social work practice and problem-solving process. Emphasis on intervention with small groups and families. Introduces case management skills.

**SOCW 3402. Social Work Research II: Qualitative Methods** (Prerequisite: SOCW 3201, SOCW 3306, SOCW 3401, SOCW 3501; Corequisite: SOCW 3101 and SOCW 3202). Qualitative research methods used by social workers as part of social work practice. Knowledge and skills necessary for critical review of research of others and basic analysis.

**SOCW 3101. Human Behavior & the Social Environment (HBSE) I** (Prerequisite: SOCW 2010; Corequisite: SOCW 3202 and SOCW 3402). Concepts, theories, and frameworks which guide understanding of human behavior in various social environments.

#### **Tier 3, Fall Semester**

**SOCW 4102. Human Behavior & the Social Environment (HBSE) II** (Prerequisite: SOCW 3101; Corequisite: SOCW 4980, SOCW 4203, SOCW 4306). Advanced theoretical knowledge for generalist social work practice. Sensitivity to human diversity and need for self-awareness in selection and application of theory in practice.

**SOCW 4203. Social Work Practice III** (Prerequisite: SOCW 3202; Corequisite: SOCW 4102, SOCW 4980, SOCW 4306). Advanced use of problem-solving process for generalist social work practice. Knowledge and skills used in organizational, agency, and community interventions.

**SOCW 4306. Social Work Policy II** (Prerequisite: SOCW 3306; Corequisite: SOCW 4102, SOCW 4203, SOCW 4980). Legislation and court decisions for social and economic justice, including client rights and the well-being of social work constituency groups.

**SOCW 4980. Pre-Field Capstone** (Prerequisite: SOCW 3101, SOCW 3202, SOCW 3306, SOCW 3401, SOCW 3402, SOCW 3501; Corequisite: SOCW 4102, SOCW 4203, SOCW 4306). Preparation for generalist social work practice and the BSW field practicum. Application of social work knowledge, skills, theory, values, and ethics to professional practice, utilizing critical thinking, analysis and self-assessment.

#### **Tier 4, Spring Semester**

**SOCW 4990. Field Education and Seminar** (3 seminar hours per week; 4 days directed field education per week. Applications for admission to this course must be received 2 semesters in advance of placement. Prerequisite: SOCW major with minimum 2.5 GPA and approval of field education office; completion of all required SOCW courses). Culmination of student's undergraduate preparation for professional practice. Placement in approved agency provides supervised educational experience. Weekly seminar integrates theory and practice.

## **APPENDIX B**

### **Gerontology Minor**

*Program Coordinator: Dr. Abby Schwartz (114 Rivers Building; 252-328-4209; [schwartza15@ecu.edu](mailto:schwartza15@ecu.edu))*

The gerontology minor augments major fields of study with an overview of issues confronting older adults, their families, and service providers. In recognition that aging can be viewed from a variety of perspectives, students can choose courses from several academic disciplines. Courses with aging as their primary content that are not listed as electives may be counted toward the program with the approval of program coordinator. Social work majors may use 3 s.h. of SOCW 4990 if their placement is in an aging-related setting. The gerontology minor requires **18 s.h.** as follows:

#### **1. Core - 6 s.h.**

- HDFS 2400 - Introduction to Gerontology  
*or*
- GERO 2400 - Introduction to Gerontology  
*or*
- SOCW 2400 - Introduction to Gerontology  
*and*
- GERO 4300 - Seminar in Aging Studies

#### **2. Electives - 12 s.h.**

Choose from the following:

- GERO 4100 - Issues in Service Provision to Older Adults
- HDFS 3022 - Death, Dying, and Bereavement
- HDFS 4303 - Families and Cultural Diversity
- HDFS 4313 - Trends and Issues in Family Studies
- HLTH 3020 - Understanding and Achieving Health Equity
- HSMA 4057 - Introduction to Long Term Care
- KINE 4030 - Physical Activity and Aging
- MRCH 2239 - Fashion and Culture
- PHIL 3281 - Introduction to Philosophical Ethics in the Health Care Professions
- POLS 3255 - Domestic Public Policy
- PSYC 3206 - Developmental Psychology
- SOCI 3327 - Introductory Medical Sociology
- SOCI 4325 - Marriage and the Family
- SOCW 4990 - Field Education and Seminar
- Any program coordinator approved elective with aging as the primary content

**Note.** Social work majors may count 3 s.h. of SOCW 4990 toward his/her degree requirements if their placement is in an aging-related setting.

## **APPENDIX C**

### **School of Social Work Technical Standards for Professional & Ethical Behavior**

#### **Introduction & Purpose**

The School of Social Work (SSW) at The East Carolina University is committed to supporting students as they prepare to become professional social workers. This document describes *the Technical Standards for Professional and Ethical Behavior* each Bachelor of Social Work (BSW) student must satisfy in order to enroll in, progress through, and graduate from the BSW program.

Because the SSW is preparing students for careers as professional social workers and given the nature of professional social work practice to protect the clients and communities we serve, the SSW has established requirements for student conduct that not only focus on academic performance but that also emphasize necessary skills, attributes, and competencies. These requirements apply within the traditional classroom setting, in field placements, and in the broader community context.

Becoming a professional is a gradual process. Thus, the Technical Standards for Professional and Ethical behavior articulate minimum expectations for students. If faculty or administrators have questions about whether a student is able to meet these Standards, this document can be used as a guide to make a referral to the Admissions and Retention Committee. The full Committee referral process is outlined in the *BSW Student Handbook*.

A student can participate in the BSW program so long as they are able to meet these standards with or without reasonable accommodations. Students who seek accommodations for disabilities should contact the University's Office of Disability Services (DSS) as soon as possible. DSS will determine a student's eligibility for and recommend appropriate accommodations and services. DSS may be reached by 252-737-1016 or by email at [The Department for Disability Support Services | DSS Students | ECU](#) or [dssdept@ecu.edu](mailto:dssdept@ecu.edu)

#### **Commitment to Non-Discrimination**

The University is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

**The Technical Standards outlined below address the following, and reflect the competencies mentioned above set forth by the Council on Social Work Education:**

- |  |   |
|--|---|
| a. Communication                         | e. Respect for Diversity & Commitment to Social Justice |
| b. Physical & Cognitive Ability          | f. Ethical Conduct                                      |
| c. Emotional Stability, Management       | g. Interpersonal Skills & Regulation                    |
| d. Self-Awareness & Reflective listening | h. Academic & Professional Standards                    |

## **Technical Standards**

### **1. Communication** Students must be willing and able to meet the following requirements:

- Express ideas and feelings clearly;
- Demonstrate effective verbal and nonverbal communication skills, including the ability to listen objectively and to interpret nonverbal communication;
- Communicate responsibly and respectfully in all interactions with colleagues, faculty, field instructors, task supervisors, staff, clients, other professionals, and all others they might come into contact within their student role;
- Communicate clearly through written products at a level appropriate for undergraduate work, including using correct grammar and spelling and applying the SSW-designated writing style;
- Advocate for themselves in an appropriate and responsible manner that uses proper channels for conflict resolution as outlined in Curriculum Manual on page 48; and
- Mastery of both written and spoken English is required at matriculation in the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communications aide may be appropriate if it functions only as an information conduit and does not serve integrative or interpretive functions.

### **2. Physical and Cognitive Ability** Students must have sufficient sensory, motor, and cognitive skills to meet the following requirements:

- Attend and participate in classes and field placements per the expectations outlined in the syllabi and in accordance with the field setting and the Council on Social Work Education Core Competencies of Social Work Practice;
- Navigate the transportation to attend field and classroom requirements;
- Use the technology required to engage in practice and effective practice including, but not limited to, the use of computers, telephones, and agency databases;
- Demonstrate the ability to acquire knowledge and process experiences to inform practice; and
- Demonstrate the capacity to think critically and to apply effective problem-solving skills.

### **3. Emotional and Mental Stability, Management, and Regulation** In accordance with the National Association of Social Workers' (NASW) Code of Ethics (SS 4.05), social work students should not allow their personal problems or issues to interfere with their judgment and performance or to jeopardize the best interests of people for whom they have professional responsibility. The social work student must demonstrate the emotional and mental stability necessary to execute sound judgment and performance in the program as well as generally to support the practice of social work. Students must be willing and able to meet the following standards:

- Demonstrate appropriate self-disclosure (the revealing of personal information) and professional boundaries in classroom and field-settings, including all assignments;
- Maintain respectful relationships with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals.
- Seek appropriate help when personal issues interfere with professional and scholastic performance;
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others; and
- The ability to integrate into practice constructive criticism received in both didactic and field settings.

- 4. Self-Awareness and Reflective Thinking** Students must be willing and able to meet the following requirements:
- Demonstrate a willingness to continually reflect on their own values, attitudes, beliefs, biases, emotions, past and current experiences, and to consider how these factors affect their thinking, behavior, interactions, and relationships;
  - Demonstrate the capacity to continuously re-assess their own strengths, limitations, and suitability for professional practice;
  - Take responsibility for their own actions and consider the impact of these actions on others; and
  - Seek supervision and accept constructive feedback in a positive manner.
- 5. Respect for Diversity and Social Justice:** Social Work practice requires understanding, affirming, and respecting another individual's way of life and values. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression (Council on Social Work Education, 2022, EPAS p.9, pa.2)
- Demonstrate a willingness to examine their personal beliefs, values, and assumptions that perpetuate or counter oppression;
  - Strive to relate and to work nonjudgmentally with others who differ from themselves, regardless of the person's age, class, color, culture, race or ethnicity, family structure, beliefs, religion, sex, gender, gender identity, sexual orientation, marital status, national origin, ability, and/or value system;
  - Demonstrate knowledge of and sensitivity to diversity, oppression, and privilege;
  - Approach differences with an attitude of humility and respect; acknowledging the importance of cultural differences in shaping life experiences;
  - Demonstrate the ability to develop and strengthen cross-cultural proficiency sufficient to work effectively with a wide variety of diverse groups and communities; and
  - Exhibit an appreciation for difference and a commitment to engage around the complex issues of diversity and social justice.
- 6. Ethical Conduct** Students are required to adhere to ethical conduct and decision-making in accordance with the values, ethics, and standards established for the social worker profession, as formalized in the NASW Code of Ethics, and to abide by all applicable University policies, including the University's Honor Code. Students must be willing and able to meet the following requirements:
- Adhere to a commitment to clients' rights to freedom of choice and self-determination;
  - Demonstrate behavior and decisions reflecting the highest standards of honesty and personal and professional integrity;
  - Maintain appropriate professional boundaries with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals;



- Understand their role in practice as a learner and social work student. This includes the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary;
- Disclose any criminal conviction, plea of guilty, plea of no contest, plea of nolo contendere, Alford plea, deferred prosecution, prayer for judgment, or any other acceptance of responsibility for the commission of a crime, other than a traffic-related misdemeanor or infraction at point of admissions or as the situation arises;
- Disclose any discipline imposed by a state licensing board or the equivalent; and
- Follow federal and state laws and agency policies regarding confidentiality and mandatory reporting, including seeking permission from agency administrators for the use of agency materials, records, or audio-visuals materials for academic course work.

**7. Interpersonal Skills** Students must be willing and able to meet the following requirements:

- Demonstrate the ability to build rapport with and work effectively with colleagues, faculty, field instructors/task supervisors, staff, clients, and other professionals; and
- Demonstrate the capacity to understand the experience and perspectives of individuals or groups and use this empathy as a basis for a productive relationship, and exhibit conflict resolution skills, including the ability to negotiate differing attitudes and opinions.

**8. Academic and Professional Standards** Students must be willing and able to meet the following requirements:

- Demonstrate the ability to meet the School of Social Work's BSW program requirements to remain in good academic standing and to continue in the program (i.e., must maintain an overall 2.5 GPA and not receive lower than a C in any social work class). This includes following the policies and procedures as stated in the ECU Code of Ethical Conduct and Professional Behavior for Students and Residents, in the ECU Undergraduate Catalog Academic Regulations ([Student Conduct Process | University Policy Manual | ECU](#)) and the BSW Program Student Handbook.
- Show the capacity to successfully complete required field practicum hours and demonstrate positive progress in the required competencies and behavioral indicators in the field and classroom settings;
- Follow the policies, procedures, and operating standards of the School of Social Work, the BSW program, ECU, and the field placement agency;
- Ensure that appearance, dress, and general demeanor are appropriate to the context;
- Be punctual and dependable, prioritize responsibilities and manage time well, attend class and field in accordance with relevant policy, observe deadlines, complete assignments on time, and conscientiously arrange and keep appointments; and
- Adhere to agency policies and practices through the learning process and supervision.

## **APPENDIX D**

### **Student Performance Improvement Plan**

#### ➤ **When should you complete a Student Performance Improvement Plan (SPIP)?**

When students begin to fall behind in one of five areas:

- Submitting assignments on time
- Meeting a minimum number of hours (as related to field placement hours)
- Adhering to NASW Code of Ethics
- Demonstrating core competencies at an appropriate level
- Demonstrating technical standards for professional and ethical behavior at an appropriate level

#### ➤ **Who should be involved?**

The student, and faculty. If concerns are related to field, the field instructor (FI), Task Supervisor (TS), and external Field Instructor (EFI) (if applicable), Field Liaison, and if needed, the Office of Field Education Staff.

#### ➤ **Where do I start?**

Steps for SPIP:

- 1) Concern identified regarding the student's professional behavior
- 2) While at times it may be necessary to implement a SPIP immediately, whenever possible, a Pre-SPIP Letter should be send to the student before creating the SPIP.
- 3) Create a SPIP with the faculty and student (create checkpoints with specific dates and modes (email, phone, etc.) of communication)
- 4) If necessary, consult with the colleagues, administration to review the SPIP and make recommendations
- 5) Obtain signatures on the SPIP document (Student is encouraged, but not required to sign the SPIP for it be enforced)
- 6) Document the SPIP and share with necessary faculty and University officials
- 7) Document all communications and issues occurring with the student and agency
- 8) If the student continues to meet SPIP requirements: 1) Update documentation and notify required administration
- 9) If the student is not meeting SPIP requirements or is dismissed from the agency: 1) Notify the appropriate Faculty and set up a meeting with the student and, modify the SPIP as needed.

#### ➤ **What should the SPIP accomplish?**

- Clearly identify where the student is falling behind in the summary of practice concerns including examples with measurability
- Use the core competencies to identify where the problem lies, the goal and the objective/student responsibilities to master the competency

## Student Performance Improvement Plan

Semester \_\_\_\_\_

Year \_\_\_\_\_

Date \_\_\_\_\_

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

Faculty: \_\_\_\_\_

This document states the expectations discussed and agreed upon during the (date) meeting with the student and faculty. By signing, the student and faculty acknowledge that they have read and understand the expectations and requirements listed below in order to support (student name) in meeting the BSW Program and competency requirements.

### **Summary of Practicum Concerns (narrative limited to one paragraph):**

(This chart can be expanded as needed)

<b>Competency/Ethical Area(s) of Concern</b>	<b>Current Performance</b>	<b>Expectation(s) of Student</b>	<b>Timeline for Completion</b>
1. Professionalism & Ethics			
2. Diversity			
3. Human Rights & Justice			
4. Research			
5. Policy			
6. Engagement			
7. Assessment			
8. Intervention			
9. Evaluation			

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

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX E

### ECU Drug and Alcohol Abuse Prevention Program

Drug Free Schools and Campuses Act of 1989: Federal law requires that institutions of higher education provide students and employees with a copy of the written policies and law related to drugs and alcohol.

East Carolina University clearly prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as a part of any of its activities.

To obtain information on applicable laws, the health risks associated with drug and alcohol use, available resources, and University Substance Use Policies for students and/or employees, please use the listed links below.

#### Quick Links for DAAPP components and resources:

Student Code of Conduct:

<https://www.ecu.edu/PRR/11/30/01/>

University's Substance Use Policies:

<http://www.ecu.edu/prr/05/20/10>

Federal and State Drug and Alcohol Laws:

[https://www.ncleg.net/enactedlegislation/statutes/html/byarticle/chapter\\_90/article\\_5.html](https://www.ncleg.net/enactedlegislation/statutes/html/byarticle/chapter_90/article_5.html)

<https://www.alcoholproblemsandsolutions.org/north-carolina-alcohol-laws-aware/>

Health Risks Associated with Substance Use:

<https://www.drugabuse.gov/publications/media-guide/science-drug-use-addiction-basics>

On and off campus resources:

<https://www.guidanceresources.com/groWeb/login/login.xhtml/> (staff only)

<https://collegiaterecovery.ecu.edu/> (students and staff)

<https://hhp.ecu.edu/hdfs/family-therapy-clinic/> (students and staff)

<https://mcclammycounselinglab.wordpress.com/> (students)

<https://dars.ecu.edu/navigate/> (students and staff)

<https://psychology.ecu.edu/pass/> (students and staff)

<https://realcrisis.org/> (students and staff)

<https://www.trilliumhealthresources.org/> (students and staff)

<https://counselingcenter.ecu.edu/> (students only)