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

Welcome!

Cathleen Lewandowski, Ph.D., MSW
Director, School of Social Work

Christopher A. Mallett, Ph.D., LISW-S, Esq.
Coordinator, Bachelor of Social Work Program

FULL-TIME FACULTY

Dr. Cyleste Collins   c.c.collins44@csuohio.edu   216-687-4571
Dr. Michael Dover   m.a.dover@csuohio.edu   216-687-3564
Dr. Kimberly Fuller   k.a.Fuller@csuohio.edu   216-687-4588
Dr. Cynthia Hovland   c.hovland@csuohio.edu   216-687-4553
Professor Zane Jennings,   m.z.jennings@csuohio.edu   216-687-4599
Dr. Cathleen Lewandowski   c.lewandowski@csuohio.edu   216-523-3520
Dr. Christopher Mallett   c.a.mallett@csuohio.edu   216-523-7514
Dr. Jessica Nobile   j.nobile@csuohio.edu   216-687-4555
Dr. Mamadou Seck   m.seck@csuohio.edu   216.523.7513
Dr. Patricia Stoddard Dare   p.stoddarddare@csuohio.edu   216-687-4568
Dr. George Tsagaris   g.tsagaris@csuohio.edu   216-523-7474
Dr. Victoria Winbush   v.winbush@csuohio.edu   216-687-398

FIELD EDUCATION

Thelma Shepherd, MSW, LISW, BSW Field Coordinator   t.shepherd@csuohio.edu
Derrick Hopperton, MSW, LISW, Field Education Director   d.hopperton@csuohio.edu
ABOUT THE SCHOOL OF SOCIAL WORK
The History of the School of Social Work

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

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

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

During the growth and development of the department in the 1970’s, there was tremendous growth in student enrollment. Faculty in specialty areas such as health, mental health, child welfare, and corrections were added to the curriculum. More importantly, the social service curriculum was undergoing major revisions. Field instruction was of such value and concern that the Department committed significant faculty resources to the field liaison function and to the development of field practicum sites. Consequently, well-rounded field experiences were developed in more than one hundred public and voluntary agencies in fields of practices such as
corrections, family and child welfare, health, mental health, community development and housing, and community planning. These agencies collaborated with the Department in preparation of social services majors to become competent generalist social work practitioners. An effective and lasting community/Department partnership was developed. It was during this time that the Social Service Department changed to The Social Work Department. In the winter quarter of 1974-75, the Council on Social Work Education performed the School’s first accreditation review of its baccalaureate social service program. The department received a five-year accreditation, the longest possible, and a confirmation of the efforts to improve and expand the curriculum. One area identified for greater strengthening was the field education component. Even greater efforts were devoted to upgrading this component of the School.

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

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

Creditably, the Cleveland State University School of Social Work’s under girding philosophy is to work in partnership with the community of Northeastern Ohio to stay abreast of
the social, economic, and political trends in society that will impact vulnerable populations. Frequently, these trends may alter the content of the curriculum. The community/School partnership has guided and directed the School since its origin through its growth and development, as well as pointed the way of the future. The School of Social Work is looking forward to a great future of expanding its curriculum, offering unique approaches to learning, as well as creating further opportunities for research and educational development.

In this regard, the School of Social Work has remained focused on and committed to its mission, ensuring that its goals and objectives carry out the mission and reflect throughout the course of study.
The Mission and Goals of the School of Social Work

Purposes, Goals and Objectives

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

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

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

1. Provide a coherent integrated curriculum within a diverse urban environment, grounded in an interdisciplinary liberal arts perspective that supports the professional foundation and exhibits student competency in social work knowledge, skills, values, and ethics.

2. Advocate for all policies to ensure social and economic justice and effective service delivery to all at risk and vulnerable populations, both locally and globally.

3. Establish linkages with public and private entities to improve health and human services that will enhance the quality of life for Northeast Ohio residents, and will maintain applied learning experiences for students.

4. Stay abreast of research that informs practice and prepares graduates to engage in scientific inquiry and life-long learning to ensure ongoing professional development and best practices.
Social Work Competencies with Knowledge and Practice Behaviors
for Generalist Social Work Practice
July 2015

CSWE 2015 Educational Policy and Accreditation Standards (EPAS)

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

**Competency 1: Demonstrate Ethical and Professional Behavior**

<table>
<thead>
<tr>
<th>K &amp; PB</th>
<th>Knowledge, Values and Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. K1A</td>
<td>Demonstrate an understanding of the value base of the profession and its ethical standards.</td>
</tr>
<tr>
<td>C1. K1B</td>
<td>Demonstrate an understanding of relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.</td>
</tr>
<tr>
<td>C1. K2A</td>
<td>Demonstrate an understanding of the frameworks of ethical decision-making to practice, research and policy.</td>
</tr>
<tr>
<td>C1. K2B</td>
<td>Demonstrate an ability to apply principles of critical thinking to practice, research and policy arenas.</td>
</tr>
<tr>
<td>C1. K3</td>
<td>Recognize personal values and the distinction between personal and professional values</td>
</tr>
<tr>
<td>C1. K4</td>
<td>Demonstrate an understanding of how their personal experiences and affective reactions influence their professional judgment and behavior</td>
</tr>
<tr>
<td>C1. K1A</td>
<td>Demonstrate an understanding of how the profession's history impacts practice.</td>
</tr>
<tr>
<td>C1. K1B</td>
<td>Demonstrate an understanding of social work’s mission, and the roles and responsibilities of the profession</td>
</tr>
<tr>
<td>C1. K5A</td>
<td>Demonstrate an understanding of the role of other professions when engaged in inter-professional teams.</td>
</tr>
<tr>
<td>C1. K5B</td>
<td>Recognize the importance of life-long learning; are committed to continually updating their skills</td>
</tr>
<tr>
<td>C1. K6</td>
<td>Demonstrate an understanding of the emerging forms of technology and the ethical use of technology in social work practice</td>
</tr>
<tr>
<td>C1. K7</td>
<td>Demonstrate an ability to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</td>
</tr>
</tbody>
</table>
C1. K8 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

C1. PB A Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;

C1. PB B Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations

C1. PB C Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

C1. PB D Use technology ethically and appropriately to facilitate practice outcomes

C1. PB E Use supervision and consultation to guide professional judgment and behavior.

COMPETENCY 2: Engage Diversity and Difference in Practice

K & PB Knowledge, Values and Practice Behaviors

C2. K 1 Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

C2. K 2 Understand how the dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

C2. K 3 Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

C2. K 4 Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

21. PB A Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels

C2. PB B Present oneself as a learner and engage clients and constituencies as experts of their own experiences

C2. PBC Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

COMPETENCY 3: Advance Human Rights and Social, Economic, and Environmental Justice

K & PB Knowledge, Values and Practice Behaviors

C3. K 1 Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

C3. K 2 Understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.
C3. K 3 Understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

C3. PB A Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

C3. PBB Engage in practices that advance social, economic, and environmental justice (and as are relevant for student’s field practicum setting, clients, and/or constituent groups).

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

<table>
<thead>
<tr>
<th>K &amp; PB</th>
<th>Knowledge, Values and Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4. K 1</td>
<td>Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work, and in evaluating one’s practice.</td>
</tr>
<tr>
<td>C4. K 2</td>
<td>Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge (as is relevant for student’s field practicum setting, clients, and/or constituent groups).</td>
</tr>
<tr>
<td>C4. K 3</td>
<td>Understand that evidence that informs practice derives from multi-disciplinary sources, and multiple ways of knowing.</td>
</tr>
<tr>
<td>C4. K 4</td>
<td>Understand the processes for translating research findings into effective practice.</td>
</tr>
<tr>
<td>C4. PB A</td>
<td>Use practice experience and theory to inform scientific inquiry and research.</td>
</tr>
<tr>
<td>C4. PB B</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
</tr>
<tr>
<td>C4. PBC</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
</tr>
</tbody>
</table>

COMPETENCY 5: Engage in Policy Practice

<table>
<thead>
<tr>
<th>K &amp; PB</th>
<th>Knowledge, Values and Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>C5. K 1</td>
<td>Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.</td>
</tr>
<tr>
<td>C5. K 2A</td>
<td>Understand the history of social policies and services (as applied to student’s field practicum setting).</td>
</tr>
<tr>
<td>C5. K 2B</td>
<td>Understand the current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development (in student’s field practicum setting).</td>
</tr>
<tr>
<td>C5. K 3</td>
<td>Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.</td>
</tr>
<tr>
<td>C5. K 4</td>
<td>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy (in student’s field practicum setting).</td>
</tr>
<tr>
<td>C5. PB A</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (in student’s field practicum setting).</td>
</tr>
</tbody>
</table>
C5. **PBB**  Assess how social welfare and economic policies impact the delivery of and access to social services *(in student’s field practicum setting).*

C5. **PB C**  Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice *(relevant for student’s field practicum setting).*

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**COMPETENCY 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

<table>
<thead>
<tr>
<th>K &amp; PB</th>
<th>Knowledge, Values and Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>C6. K 1</td>
<td>Understand that engagement is an ongoing component of social work practice.</td>
</tr>
<tr>
<td>C6. K 2</td>
<td>Understand the importance of human relationships for social work practice.</td>
</tr>
<tr>
<td>C6. K 3</td>
<td>Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>C6. K 4</td>
<td>Understand strategies to engage diverse clients and constituencies to advance practice effectiveness.</td>
</tr>
<tr>
<td>C6. K 5</td>
<td>Understand how one’s personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</td>
</tr>
<tr>
<td>C6. K 6</td>
<td>Understand the value and principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</td>
</tr>
<tr>
<td>C6. PBA</td>
<td>Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks to engage with clients and constituencies.</td>
</tr>
<tr>
<td>C6. PBB</td>
<td>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
</tr>
</tbody>
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**COMPETENCY 7: Assess Individuals, Families, Groups, Organizations, and Communities**

<table>
<thead>
<tr>
<th>K &amp; PB</th>
<th>Knowledge, Values and Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>C7. K 1</td>
<td>Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>C7. K 2</td>
<td>Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</td>
</tr>
<tr>
<td>C7. K 4</td>
<td>Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</td>
</tr>
<tr>
<td>C7. K 5</td>
<td>Understand how one’s personal experiences and affective reactions may affect one’s assessment and decision-making.</td>
</tr>
<tr>
<td>C7. K 6</td>
<td>Understand the value and principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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</tr>
<tr>
<td><strong>K &amp; PB</strong></td>
<td><strong>Knowledge, Values and Practice Behaviors</strong></td>
</tr>
<tr>
<td>C8. K 1</td>
<td>Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>C8. K 2</td>
<td>Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities <em>(that are relevant for student’s field practicum setting).</em></td>
</tr>
<tr>
<td>C8. K 3</td>
<td>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies</td>
</tr>
<tr>
<td>C8. K 4</td>
<td>Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals</td>
</tr>
<tr>
<td>C8. K 5</td>
<td>Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration</td>
</tr>
<tr>
<td>C8. PBA</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</td>
</tr>
<tr>
<td>C8. PB B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
</tr>
<tr>
<td>C8. PB C</td>
<td>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</td>
</tr>
<tr>
<td>C8. PB D</td>
<td>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies</td>
</tr>
<tr>
<td>C8. PB E</td>
<td>Facilitate effective transitions and endings that advance mutually agreed-on goals</td>
</tr>
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<thead>
<tr>
<th>Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
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<tbody>
<tr>
<td><strong>K &amp; PB</strong></td>
</tr>
<tr>
<td>C9. K 1</td>
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<tr>
<td>C9. K 2</td>
</tr>
<tr>
<td>C9. K 3</td>
</tr>
<tr>
<td>--------</td>
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<tr>
<td>C9. K4</td>
</tr>
<tr>
<td>C9. PBA</td>
</tr>
<tr>
<td>C9. PB B</td>
</tr>
<tr>
<td>C8. PB C</td>
</tr>
<tr>
<td>C9. PB D</td>
</tr>
</tbody>
</table>
### UNIVERSITY COURSE OF STUDY

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Course/credit Requirement</th>
<th>Min Credits</th>
<th>Further Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Foundation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intro to University Life</td>
<td>1 course</td>
<td>1</td>
<td>Must be completed in first year.</td>
</tr>
<tr>
<td>Writing/Composition</td>
<td>2 courses</td>
<td>6</td>
<td>Must be completed in the first year or prior to completion of the first 30 hours of coursework.</td>
</tr>
<tr>
<td>Mathematics/QL</td>
<td>2 courses</td>
<td>6</td>
<td>First course must be completed in the first year or prior to completion of the first 30 hours of coursework.</td>
</tr>
<tr>
<td><strong>Breadth of Knowledge Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>2 courses plus 1 hour of lab</td>
<td>7</td>
<td>Each course must be a minimum of 3 hours.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2 courses (from 2 different departments)</td>
<td>6</td>
<td>Each course must be a minimum of 3 hours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A. One introductory-level social science course.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>B. One introductory-level social science course focused on a society other than the US.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Note: At least one of these courses, or one of the introductory-level Arts and Humanities courses, must be focused on Africa, Asia, Latin America or the Middle East.)</em></td>
</tr>
<tr>
<td>Arts and Humanities</td>
<td>2 courses (from 2 different departments)</td>
<td>6</td>
<td>Each course must be a minimum of 3 hours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A. One introductory-level course in the arts or humanities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. One introductory-level arts or humanities course focused on a society other than the US.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>(Note: At least one of these courses, or one of the introductory-level Social Science courses, must be focused on Africa, Asia, Latin America or the Middle East.)</em></td>
</tr>
<tr>
<td>Social Diversity</td>
<td>2 courses</td>
<td>6</td>
<td>Each course must be a minimum of 3 hours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A. One course must be African-American.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. One course must be U.S. diversity course.</td>
</tr>
</tbody>
</table>
Transfer students with 60+ credit hours only have to fulfill half of the Social Diversity requirement. They may take either an African American Experience or a U.S. Diversity course.

<table>
<thead>
<tr>
<th>Additional Components</th>
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<tbody>
<tr>
<td>Writing Across the Curriculum (including Speaking Across the Curriculum)</td>
<td>3 courses</td>
<td>At least 1 credit for each course</td>
</tr>
<tr>
<td>One course must be in the major program. Students may substitute one approved &quot;Speaking Across the Curriculum&quot; (SPAC) course for one of the WAC courses. Individual courses cannot be used to earn BOTH WAC and SPAC credit. Transfer students must take at least one WAC course at CSU: juniors (60-89 credit hours) must complete two courses; seniors (at least 90 credit hours) must complete one course.</td>
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<tr>
<td>Capstone Experience</td>
<td>1 course or equivalent</td>
<td>1</td>
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<tr>
<td>Within major program.</td>
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BSW PLAN OF STUDY

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

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

Policy and Advocacy

The curriculum overall provides the knowledge, values and skills to engage in policy practice. Students gain awareness around issues of social and economic justice, discrimination, oppression, and advocacy through the program’s policy courses (SWK 201 and SWK 300). SWK 201, most often taken in the second year, provides an introduction to social welfare policy. Students are encouraged to think critically about how social problems are constructed, and how policy is currently involved in addressing these problems. The roles of government are addressed, including an overview of the legislative process and electoral issues. The role of ideology in developing and implementing social welfare policy is also examined in-depth, and students are encouraged to consider their own values and how it may influence their understanding of social issues. Social movements as a catalyst for social change are explored, as
is the history of social welfare policy. Students are introduced to a policy model, or a systematic way to analyze policy, which includes analysis in the following areas: the economy, the structure of government, ideology, social movements, and history.

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

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

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

Research

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

SWK 304, completed most often in year three, includes introducing students to peer-reviewed research studies, a mock research proposal to develop skill in applying this knowledge including annotated bibliography, and skill in conducting a single subject design. Students learn the basics of research design, sampling, measurement and data collection. Students grow to understand the critical role of research to social work practice, and to consider ethical dilemmas that may arise in conducting research with human subjects.
For SWK 305, often completed in years 3 or 4, students complete a qualitative research project by collecting data on individuals in a public, natural setting (non-participant observer role) and take this data set across many variables to descriptive statistics to best summarize and describe the findings and acquire skills and knowledge of this research process. In addition, ongoing tests require knowledge gathering across all course areas, from descriptive analysis, hypothesis testing, and inferential applications. This knowledge and skill development is across individuals and groups, as the qualitative research assignment requires.

**Human Behavior and the Social Environment**

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

SWK 303 is the mezzo and macro component of the HBSE required courses. The course includes study of human behavior within the contexts of formal and informal mezzo and macro social systems (families, small groups, neighborhoods, organizations). Students compare and contrast theories that impact the functioning of individuals in various categorical groups. This includes analyzing the culture of poverty, the impact of social economic status, and changing community patterns. The theories addressed in this course include an eclectic overview of mezzo and macro level theories of human behavior in the social environment, with a focus on those theories explaining the impact of the social environment on people and communities and the relevance of such theories to generalist practice. This provides a foundation for learning about ecosystems theory, conflict theory, feminist theory, critical race theory, anti-oppressive social work theory, and the empowerment and strengths perspectives. Theories of empathy and critical consciousness are stressed as to develop students’ capacity to understand the nature of the world around them. This eclectic overview provides a framework for a more in-depth exploration
of a variety of theories relevant for generalist social work practice: theories of social justice, theories of human need and human rights; theories of microaggression and macroaggression; the theory of intersectionality, and theories of oppression, dehumanization and exploitation.

**Generalist Practice/Interventions**

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

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

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

SWK 385 creates a learning environment for students to continue to develop generalist social work practice skills for work with individuals and families (micro and mezzo practice). The course allows students to integrate policy and theory content by teaching students how to apply knowledge of human development and social structure to inform generalist social work practice. Theories addressed include the stages of change model, strengths-based approach to practice, person-centered and cognitive behavioral approaches to practice. The course uses Bloom’s taxonomy as a pedagogical framework where students first learn to identify and describe relevant concepts for generalist practice, then apply them to practice. Using case examples, students learn to critique potential outcomes in practice scenarios, especially in the context of existing social service delivery systems. In preparation for the licensure exam, students also learn the basic organizing principles of the DSM-V.

Students complete this course while enrolled in their first semester of field practicum and their first field seminar allowing them to integrate knowledge values and skills from this course with their field placement (described below, and refer to plan of study). Through course discussions, students are encouraged to reflect on how they can apply the knowledge and skills learned in this course to their field practicum experience.
SWK 485 focuses specifically on mezzo and macro practice. The course advances student knowledge and skills to engage, assess, intervene and evaluate practice with groups, communities, and organizations. Students develop knowledge and skills in practice roles such as case advocate, agency practitioner, case manager, and professional social worker in the community with both community advocacy groups and professional organizations. Further, this course seeks to enhance students’ understanding of the integral relationship between social welfare policy, social welfare programs, and social workers’ interventions to attain a more responsive social environment.

FIELD EDUCATION

Field Education (SWK 390 and 490)

Course Work

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

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

The learning opportunities that students engage alongside experienced social work professionals enhance the socialization process. Field practicum is designed in collaboration with course content so that students can apply social work theories to real-world situations and development of the student’s professional sense of self. Students enhance their abilities in the nine core competency areas, as well as demonstrate practice behaviors that operationalize the competencies. The field experience includes a reciprocal integration between classroom learning and practice that facilitates students acquiring social work knowledge, values, skills, and ethics. The sequence of applied learning (SWK 390 and SWK 490) includes co-occurring classroom and agency experiences. Integrative seminars occur concurrently (SWK 386 and SWK 486; SWK 395 and SWK 495), which provide an opportunity for students to enhance their knowledge, skills, and values in their professional development, integrating their individual field experiences. These seminars are student driven with an individualized approach to learning.
Students take SWK 386 in the fall semester of their senior year. The format for the seminar in SWK 386 is a “flipped classroom.” The flipped classroom educational format is a conscious repurposing of classroom meeting times into a workshop environment where students are able to inquire about content learning, practice social work skills by applying social work knowledge while interacting with one another. SWK 386 focuses on the final stages of socialization as a professional social worker and how to transfer academic and field practicum knowledge and experiences into professional practice. Students work in groups/pairs throughout the course to practice and analyze a range of professional skills and interactions. Students produce a portfolio, chronicling their path to professional social work, skills acquired, successes to date, and goals moving forward.

The second integrative seminar, SWK 486, most often taken in the final semester, focuses on preparing students to pass the licensure exam, develop job interviewing skills and techniques, and completing effective resumes for entering a professional social work position, and/or pursue higher education. This seminar provides opportunities for the students to develop integrity that will enhance their abilities and capacities to integrate personal values, society values, and professional values as a generalist social work practitioner. Upon completing the course, students can demonstrate their understanding of CSWE competencies, knowledge, skills, and values in the BSW program; gain insight in determining strengths and challenges in their professional growth and development; understand the social work licensure process with emphasis on passing the BSW exam and become knowledgeable of the social work licensure exam domains; develop test-taking strategies that will help them succeed in passing the licensure examination; and demonstrate skills in job interviewing, resume preparation and career planning. In addition to the integrative seminar, field seminars occur concurrently with field placement and intervention courses in the senior year (SWK 395 and SWK 495).

These seminars offer students the opportunity to reflect on their field experience, including discussion of challenges and successes. Students integrate knowledge and skills gained throughout the program into their field experience, and in seminar, articulate, both orally and in writing, their application of these skills in agency-based practice. Specifically, SWK 395, taken alongside the first semester of field, addresses issues of agency orientation, self-awareness issues, understanding and developing a learning contract, diversity in practice settings, various practice strategies and approaches, current issues in the field, ethical dilemmas, and time management. Additionally, the course content includes how to work with difficult clients, and managing professional relationships with supervisor and co-workers. Role plays provide an opportunity to practice these skills. SWK 495 is similarly designed to create a safe environment for students to reflect on field practicum experiences, and to guide students in developing the capacity to manage and process client concerns, professional relationships, as well as issues of ethics and diversity, in an agency-based setting. SWK 495, however, includes an emphasis on a macro-perspective to agency based practice, as students are encouraged to view their field settings as a part of a broader social service delivery system, and to consider issues of systemic oppression and discrimination that may impact their clients. Furthermore, students are led to consider their role as social change-agents in agency-based practice. Students also reflect on career planning, professional development, and self-care.
Field Education

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

Field staff attend a session of SWK 395: Field Seminar I, every semester to provide an overview of the learning contract and the importance of classroom and field practicum integration. The learning contract is designed to bridge the classroom and field practicum experience. As students and their Field Instructors develop the learning contract they integrate the knowledge, values, and skills to reflect learning the nine CSWE Competency areas. The learning contract is broken down into to nine competency areas and is designed for the student to be able to prepare an individualized learning contract which will enable them to demonstrate sufficient knowledge and skills in each competency area.

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

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<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>Week 1 Log</td>
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<tr>
<td>Field Practicum I Learning Contract</td>
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<td>Week 2 Log</td>
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<td>Week 3 Log</td>
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<td>Week 8 Log</td>
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<td>Week 9 Log</td>
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**Elective Courses and the University Partnership Program**

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

**SWK 150, The Black Experience.** This course is a comprehensive overview of the contemporary Black experience as viewed from the social work perspective. This perspective assumes that being Black exposes one to differential treatment by social institutions. It also strives to introduce students to effective strategies for use at the individual, family, group, and community levels which seek to offset racism's negative consequences.

**SWK 240, The Administration of Justice.** This course entails a study of the criminal justice system. Topics include criminal prosecution, police and court functions, sentencing, and corrections, with critical examination of present practices and implications for change.

**SWK 357, Social Work Values and Ethics.** This course focuses on the foundations for ethical reasoning in practice, utilizing social work values, codes of ethics, and philosophic ethics. Case material that includes controversial issues in social work ethics, values and obligations are utilized. The distinction and relationship between practice competence and ethical competence in the profession is examined. Students learn how discipline-specific perspectives and practices interact to shape the ethical and moral issues in practice, and how to identify and respond to ethical issues that arise with diverse populations in a variety of practice settings, including health, mental health, corrections, family and child welfare.

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

*The University Partnership Program in Child Welfare*

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

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

(January 2018)

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

1. CRITERIA FOR APPLICATION TO THE SOCIAL WORK MAJOR

   2. One letter of reference is required. The letter may be from a teacher or professor, employer, religious leader, volunteer experience supervisor, or health and human services professional. Letters of reference from CSU social work faculty are not accepted. It should be on letterhead with a legible name, telephone number, and signed.
   3. A completed checklist from the College of Liberal Arts and Social Sciences (CLASS) Advising Center.

Procedure for Application to the Major

1. The School of Social Work BSW Program Coordinator conducts orientation meetings to acquaint pre-majors with the profession of social work and the BSW course of study at Cleveland State University. The goals of the orientation are to 1) provide information regarding the social work profession, such as its history, fields of practice, licensure and social work opportunities; 2) inform students of matriculation
requirements; 3) clarify the required course of study; and 4) share with students the standards for academic and non-academic performance.

2. The BSW Program Coordinator will process each application. The BSW Program Coordinator first evaluates the applications for meeting the minimum criteria required across the University and School, which includes: a completed application, one professional reference letter, an overall GPA of 2.20 (CLASS requirement), and CLASS advising checklist review. Next, the Coordinator reviews the application and University transcripts to determine if the motivations and intentions of the student are in-line with professional and academic expectations. The Coordinator meets with each applicant to talk about expectations and professional plans. If through this conversation and material review there are any concerns for moving forward, the application is referred to the School’s Academic Performance Committee (APC) for review. If there are no concerns or “red flags”, the application is processed. If the student is denied admission to the major based on a referral to and review by the APC, the student has the right to appeal the decision denying matriculation into the BSW Program to the appropriate university committee.

3. The Director of the School of Social Work sends a notice of acceptance (as appropriate) to the student, whereby the letter states that the student is accepted into the major, contingent on remaining in good academic standing with the University;

4. The BSW Coordinator sends a Declaration/Change of Major form to the Registrar’s Office when a student has been accepted as a social work major;

5. The School of Social Work will assign each student a social work faculty advisor upon the student’s acceptance to the major. The faculty advisor will assist the student with their progress through the social work major, aid them in meeting the graduation requirements, and facilitate their career preparation.

2. TRANSFER POLICY

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

1. Transfer credits are accepted for courses taken at a CSWE accredited social work program.

2. A request to substitute a transferred course for a course in the major requires the student to provide a course description and syllabus for the BSW Program Coordinator to review and determine if the material has been already covered. If a determination cannot be made, the course transfer
request will be reviewed by the School Curriculum Committee for determination of credits.

3. The School of Social Work does not grant academic credit for life or work experience.

3. **MATRICULATION TO THE BSW MAJOR**

1. Students must have a 2.20 cumulative grade point average (per CLASS guidelines) and must not be on academic warning or probation at the time of matriculation.
2. See application procedures in Part I above.
3. A student may declare their major at any time as long as they are in good standing with Cleveland State University (the University defines “good standing” as a student who has a cumulative gpa of 2.0 or higher); the student is admitted to the program after the successful completion of SWK 200 and 201.

4. **GRADE APPEALS PROCEDURES**

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

   *Section 3344-21-01 Grade dispute.* Once a grade has been submitted to the registrar’s office, a faculty member may change it only because of an error in computation and only with permission of the dean. If an instructor and a student disagree on a grade issued the student may request a meeting with the faculty member and his or her superior whether it be chairperson or dean (this is the Director of the School of Social Work). If the matter is not resolved the issue then follows collegiate procedures and may come before a review committee. Finally, a recommendation is made to the university admissions and standards committee of the faculty senate by the college. The burden is on the student to prove that a computational error has been made or that non-uniform standards have been applied.

5. **ACADEMIC AND NONACADEMIC PERFORMANCE STANDARDS**

1. Students must maintain an overall cumulative grade point average of at least 2.20, as well as maintain a 2.50 grade point average in their social work major courses.
2. Certain grades must be met in some of the social work major courses:
a. A grade of C or better in SWK 350, SWK 385, SWK 395, SWK 485, and SWK 495 (SWK 386 and 486 are on the regular grade scale of A through F, with D being a passing grade).

b. SWK 390 and SWK 490 (field practicum) are graded as Satisfactory or Unsatisfactory. If a student receives an Unsatisfactory grade, continuation within the major is reviewed by the BSW Program Coordinator and BSW Field Education Coordinator.

3. Students must demonstrate an ability to function skillfully, effectively, and professionally during their social work field practicum and during their corresponding course work.

4. Students shall confer with their faculty advisor prior to registering for classes.

5. Students are encouraged to participate in the social work student organizations – with the NASW Student Organization being the leading group.

6. PROBATION POLICY AND PROCEDURES

1. Students may be placed on probationary status for violation of both academic and non-academic performance standards.

2. The Program may grant admission to a student with less than the required cumulative grade point average if the faculty or BSW Program Coordinator believes the student has good potential to graduate and become a licensed social worker.

3. Students may be placed on probationary status for non-academic performance including, but not limited to:
   a. A breach of the NASW Code of Ethics;
   b. A breach of the University Student Handbook;
   c. A breach of a field agency’s policies and procedures;
   d. Chemical dependency or use of illegal drugs during one’s course of study;
   e. A hostile or resistant attitude toward learning or supervision;
   f. Inappropriate or disruptive behavior towards colleagues, faculty, or staff at the School or field agency.

7. DISCONTINANCE FROM THE SCHOOL OF SOCIAL WORK AND MAJOR

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

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

8. PROCEDURES FOR DISCONTINUANCE FROM THE MAJOR

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

ADVISING
ACADEMIC ADVISING IN SOCIAL WORK

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

Students are encouraged to meet regularly with their social work advisor throughout the academic year. Each semester, faculty members post and/or announce regular, weekly office hours and also rotate for “walk in” advising for pre-majors, who may request information about the social work major. This time is also sometimes used by majors who may need to discuss issues with their academic advisor, if he/she is on duty that day. The SWK Major course checklist is shown next.
Bachelor in Social Work (BSW): Students entering CSU in Fall 2014 or Later

Prerequisites

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

- BIO 100 THE LIVING WORLD (also requires a 1 hour lab)
- BIO 102 HUMAN GENETICS, REPRODUCTION, & DEVELOPMENT (includes 1 hour lab)
- BIO 106 HUMAN BIOLOGY IN HEALTH & DISEASE (includes 1 hour lab)

Semester/Year Taken

3 crs

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

The following courses are prerequisites for SWK 300:

- PSC 111 AMERICAN GOVERNMENT
- PSY 101 INTRODUCTION TO PSYCHOLOGY
- SOC 101 INTRODUCTION TO SOCIOLOGY
- SWK 200 INTRODUCTION TO SOCIAL WORK

Junior Year

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

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<thead>
<tr>
<th>Course</th>
<th>Semester/Year Taken</th>
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<tbody>
<tr>
<td>SWK 201</td>
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<td>SWK 300</td>
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<td>SWK 305</td>
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<td>SWK 350</td>
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The Social Work Major

First Semester (Sequence I)

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<tr>
<th>Course</th>
<th>Semester/Year Taken</th>
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<tbody>
<tr>
<td>SWK 385</td>
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<td>SWK 390</td>
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<td>SWK 395</td>
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<td>SWK 386</td>
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All Sequence I courses must be taken concurrently.
### Second Semester (Sequence II)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SWK 485</td>
<td>INTERVENTIONS II</td>
<td>3 crs</td>
</tr>
<tr>
<td>SWK 490</td>
<td>FIELD PRACTICUM II</td>
<td>6 crs</td>
</tr>
<tr>
<td>SWK 495</td>
<td>FIELD SEMINAR II</td>
<td>2 crs</td>
</tr>
<tr>
<td>SWK 486</td>
<td>INTEGRATIVE SEMINAR II</td>
<td>3 crs</td>
</tr>
</tbody>
</table>

**All Sequence II courses must be taken concurrently**

Students must achieve a grade of C (2.0) or higher in all Senior Year courses (except 386 and 486).
Social Work Majors must maintain an overall grade point average of 2.2 and 2.5 in the major.

**Faculty Advisor:** ________________________________  **Date:** ______

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STUDENT

ACTIVITIES & ORGANIZATIONS
SOCIAL WORK IN ACTION

Social Work in Action is a student-run organization which allows its members to become familiar and involved with various types of service projects while learning about the basic tenets of the Social Work Profession. Social Work in Action attempts to give its members hands-on experiences as well as informative materials. The purpose of Social Work in Action is to provide Cleveland State University students the opportunity to meet and socialize with other students interested in volunteering at social service agencies in the Greater Cleveland area. “Social Work In Action” coordinates and promotes several on campus social programs, and fundraising events.

NASW STUDENT ORGANIZATION

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

PHI ALPHA SOCIAL WORK HONOR SOCIETY

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

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS

The mission of the National Association of Black Social Workers is to enhance the quality of life and empower people of African Ancestry through advocacy, human services, and research. Cleveland State University offers this nationally recognized student chapter of the National Association of Black Social Workers. Student members hold the offices of president, vice-president, treasurer, and secretary. The students participate in bi-monthly chapter meetings. In carrying out the vision and mission of our national chapter, the student chapter of NABSW is aimed at enhancing the quality of life for students in their academic achievements and their pre-professional experiences by reaching out to the community and providing support whenever they can.
SOCIAL WORK
PROFESSION
NASW CODE OF ETHICS

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

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

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

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

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

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

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the professions’ core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work profession accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. *In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

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

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

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

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

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision-making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

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

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

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

**Ethical Principles**

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

1. Service
2. Social Justice
3. Dignity and Worth of the Person
4. Importance of Human Relationships
5. Integrity
6. Competence
VALUE: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

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

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

VALUE: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.
VALUE: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.
Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

VALUE: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards
The following ethical standards are relevant to the professional activities of all social workers.

These standards concern:

1. Social workers' ethical responsibilities to clients,
   1.01 Commitment to Clients
   1.02 Self-Determination
   1.03 Informed Consent
   1.04 Competence
   1.05 Cultural Competence and Social Diversity
   1.06 Conflicts of Interest
   1.07 Privacy and Confidentiality: Clients
   1.08 Access to Records
   1.09 Sexual Relationships
   1.10 Physical Contact
   1.11 Sexual Harassment
   1.12 Derogatory Language
   1.13 Payment for Services
   1.14 Clients Who Lack Decision-Making Capacity
   1.15 Interruption of Services
   1.16 Termination of Services

2. Social workers' ethical responsibilities to colleagues,
   2.01 Respect
   2.02 Confidentiality: Colleagues
   2.03 Interdisciplinary Collaboration
   2.04 Disputes Involving Colleagues
   2.05 Consultation
   2.06 Referral for Services
   2.07 Sexual Relationships
   2.08 Sexual Harassment
2.09 Impairment of Colleagues  
2.10 Incompetence of Colleagues  
2.11 Unethical Conduct of Colleagues

3. Social workers' ethical responsibilities in practice settings,
   3.01 Supervision and Consultation  
   3.02 Education and Training  
   3.03 Performance Evaluation  
   3.04 Client Records  
   3.05 Billing  
   3.06 Client Transfer  
   3.07 Administration  
   3.08 Continuing Education and Staff Development  
   3.09 Commitments to Employers  
   3.10 Labor-Management Disputes

4. Social workers' ethical responsibilities as professionals,
   4.01 Competence  
   4.02 Discrimination  
   4.03 Private Conduct  
   4.04 Dishonesty, Fraud, and Deception  
   4.05 Impairment  
   4.06 Misrepresentation  
   4.07 Solicitations  
   4.08 Acknowledging Credit

5. Social workers' ethical responsibilities to the social work profession,
   5.01 Integrity of the Profession  
   5.02 Evaluation and Research

6. Social workers' ethical responsibilities to the broader society.
   6.01 Social Welfare  
   6.02 Public Participation  
   6.03 Public Emergencies  
   6.04 Social and Political Action

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

1. Social Workers' Ethical Responsibilities to Clients
   1.01 Commitment to Clients  
   1.02 Self-Determination  
   1.03 Informed Consent  
   1.04 Competence  
   1.05 Cultural Competence and Social Diversity  
   1.06 Conflicts of Interest  
   1.07 Privacy and Confidentiality: Clients  
   1.08 Access to Records
1.09 Sexual Relationships
1.10 Physical Contact
1.11 Sexual Harassment
1.12 Derogatory Language
1.13 Payment for Services
1.14 Clients Who Lack Decision-Making Capacity
1.15 Interruption of Services
1.16 Termination of Services

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

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

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

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

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

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

(e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.
(f) Social workers should obtain clients' informed consent before audio taping or videotaping clients or permitting observation of services to clients by a third party.

### 1.04 Competence

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

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

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

### 1.05 Cultural Competence and Social Diversity

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

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

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

### 1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. Occasionally, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

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

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

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

1.07 Privacy and Confidentiality

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

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

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person or when laws or regulations require disclosure without a client's consent. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

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

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

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

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

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.
(i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.

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

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

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

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

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

(o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

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

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

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

1.08 Access to Records

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

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

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

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

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

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

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

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

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

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

1.14 Clients Who Lack Decision-Making Capacity
When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

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

1.16 Termination of Services
(a) Social workers should terminate services to clients, and professional relationships with them, when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of all available options for the continuation of service and their benefits and risks.
2. Social Workers' Ethical Responsibilities to Colleagues

2.01  Respect

(a) Social workers should treat colleagues with respect and represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, age, religion, sex, sexual orientation, marital status, political belief, mental or physical disability, or any other preference, personal characteristic, or status.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when it serves the well-being of clients.

2.02  Confidentiality with Colleagues

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

2.03  Interdisciplinary Collaboration

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

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

2.04  Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and employer to obtain a position or otherwise advance the social workers own interests.
(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

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

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

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

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

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

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

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

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

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

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

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.
2.10 Incompetence of Colleagues
(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

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

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

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

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

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

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

3. Social Workers' Ethical Responsibilities in Practice Settings
   3.01 Supervision and Consultation
   3.02 Education and Training
   3.03 Performance Evaluation
   3.04 Client Records
   3.05 Billing
   3.06 Client Transfer
   3.07 Administration
   3.08 Continuing Education and Staff Development
   3.09 Commitments to Employers
   3.10 Labor-Management Disputes

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

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation or potential harm to the supervisee.

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

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

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

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

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

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

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

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

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

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

3.05 Billing
Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided, and specifically by whom the service was provided in the practice setting.

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

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

3.07 Administration

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

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

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

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

3.08 Continuing Education and Staff Development

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

3.09 Commitments to Employers

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

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

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

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

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

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds for unintended purposes.

3.10 Labor-Management Disputes
(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

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

4. Social Workers' Ethical Responsibilities as Professionals

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

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

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

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

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

4.04 Dishonesty, Fraud, and Deception
Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.
4.05 Impairment  
(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.  
(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation  
(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or of the social worker's employing agency.  
(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organization.  
(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

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

4.08 Acknowledging Credit  
(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.  
(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession  
5.01 Integrity of the Profession  
5.02 Evaluation and Research

5.01 Integrity of the Profession  
(a) Social workers should work toward the maintenance and promotion of high standards of practice.  
(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the
profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultations, service, legislative testimony, presentations in the community and participation in their professional organizations.

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

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

5.02 Evaluation and Research

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

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

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

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

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

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

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

(h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
(i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

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

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

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

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

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

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

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

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

6.01 Social Welfare
6.02 Public Participation
6.03 Public Emergencies
6.04 Social and Political Action

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

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

6.03 Public Emergencies
Social workers should provide appropriate professional services in public emergencies, to the greatest extent possible.
6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all persons, with special regard for vulnerable, disadvantaged, oppressed, and exploited persons and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.
NABSW CODE OF ETHICS

In America today, no Black person, except the selfish or irrational, can claim neutrality in the quest for Black liberation nor fail to consider the implications of events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare set for this statement of ideals and guiding principles.

If a sense of community awareness is a precondition to humanitarian acts, then we as Black social workers must use our knowledge of the Black community, our commitments to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community and to serve as advocates to relieve suffering of Black people by any means necessary.

Therefore, as Black social workers we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the follows statements:

- I regard as my primary obligation the welfare of the Black individuals, Black family and Black community and will engage in action for improving social conditions
- I give preference to this mission over my personal interests
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own
- I hold myself responsible for the quality and extent of service performed by the agency or organization in which I am employed, as it relates to the Black community
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individuals or organizations engaged in social welfare activities
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest
- I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions
STATE SOCIAL WORK LICENSURE

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT CONDUCT CODE

Approved by the
Student Life Committee of the
Faculty Senate
March 2000

Approved by the
Faculty Senate
April 2000

Approved by the
Board of Trustees
May 2000

Effective: Fall 2000

Revisions
Approved by:
Student Life

FERPA Revisions
per Legal Affairs
April 2004

ACADEMIC REGULATIONS AND PROCEDURES
Revised April 2000

STUDENT GRIEVANCE PROCEDURE
Adopted March 1996
The University reserves the right to alter these policies and regulations as are necessary and appropriate. These policies and regulations do not constitute all of the University rules and regulations. Please consult the Department of Student Life for policy changes.

Cleveland State University is an Affirmative Action/Equal Opportunity institution. No person will be denied opportunity for employment or education or be subject to discrimination in any project, program or activity because of race, color, religion, sex, sexual orientation, national origin, age, handicap or disability, disabled veteran or Vietnam era veteran status.

I. Rights of Students
As a public institution of higher education, Cleveland State University seeks to advance knowledge, promote scholarship and create an environment conducive to the intellectual and personal growth and development of all its students. In keeping with these aims, the University recognizes the following rights of students.

A. NONDISCRIMINATION - Students have the right to be free from discrimination on the basis of race, color, religion, sex, sexual orientation, national origin, handicap, age, disability, disabled veteran or Vietnam era veteran status.

B. FREEDOM OF EXPRESSION - Students have the right of expression to the extent permitted by law and University rules and regulations.

C. FREEDOM OF ASSEMBLY - Students have the right to assemble, provided that the operation and functioning of the University is not disrupted, the movement of individuals is not restricted and the activity complies with applicable laws, and University rules and regulations.

D. DUE PROCESS - Students have the right to be treated in an impartial and judicious manner by the University, as provided for by law and University rules and regulations.

E. PARTICIPATION - Students have the right to establish and elect a democratic student government, to organize and join student organizations, and to be selected or appointed as members of appropriately designated University committees, in accordance with University rules and regulations.

F. REDRESS OF GRIEVANCES - Students have the right of access to copies of University rules and regulations directly affecting them and to petition for the redress of grievances, within the University's grievance procedures.

All of the above rights can be exercised only in accordance with University rules and regulations and federal, state and local laws.

II. Definitions
When used in this Code:

A. "University" and "Institution" shall mean Cleveland State University and, collectively, those responsible for its operation.

B. "Student" shall mean any person who is currently registered or has been registered at the University any time during the last academic year.

C. "University Official" shall mean any member of the University community acting in an official capacity, upholding and enforcing rules, regulations, and policies of the University.

D. "Appropriate Party" shall refer to any member of the University who is authorized to have access to a student's academic record, or the alleged victim of any crime of violence or a non-forcible sex offense.
E. "Eligible Party" - shall refer to any member of the University community who has a right of appeal.

F. "Members of the University Community" shall mean students and employees of the University, including faculty, professional staff members, classified service staff members, and administrators, and shall also mean members of the Board of Trustees.

G. "Judicial Affairs Officer (JAO)" JAO shall mean the Judicial Affairs Officer who shall be the Administrative Liaison to the University Judicial Process.

H. "Student Conduct Officer (SCO)" SCO shall mean the Student Conduct Officer who is authorized to impose sanctions upon students found to have violated the Student Conduct Code.

I. “Vice Provost/Vice President” shall mean the administrative officer bearing such title, related title, or his/her designee.

J. "Authorized University Function" shall mean events and activities, which the University presents or authorizes.

K. "Student Organization" shall mean a University recognized or registered student organization which has complied with the formal requirements of official recognition or registration set forth in the Policy on Recognition and Registration of Student Organizations.

L. "Working day" refers to any day of the week excluding Saturdays, Sundays and official University holidays.

M. "University premises" shall mean (1) any University owned or controlled property or (2) non-University property during the period of time when it is used for authorized University functions including, but not limited to, registration, classroom or laboratory instruction, lectures, concerts, receptions, assemblies, intramural activities or intercollegiate athletic events. University premises do not include off-campus property used for student organization events or activities.

N. The term "reckless" shall mean conduct which one knows or should reasonably be expected to know would create a substantial risk of harm to persons or property or which would otherwise be likely to result in interference with authorized University functions.

O. All other terms have their natural meaning unless the context otherwise dictates. Singular terms may be read as plural when appropriate. "And" shall mean "or" and visa versa when appropriate.

III. Violations
The following actions or behaviors on University premises (except where otherwise specifically stated) constitute violations of the Code for which a student or student organization may be subject to one or more of the sanctions described in Section VI of the Code.

A. DISRUPTION - Interrupting or disrupting an authorized University function which impedes the normal continuation of that activity; or interfering with the freedom of movement of any member of the University community, guest, or visitor of the University; or impeding or interfering with the rights of any person to enter, use or leave any University facility or authorized University function or impeding or interfering with the rights of any University Official to perform their normal functions and duties.

B. INFLICTION, ATTEMPTED INFLICTION, USE OR THREAT OF USE OF PHYSICAL FORCE - The use or attempted use or threat of use of physical force upon any person, including, but not limited to:
1. Inflicting bodily harm upon any person;
2. Taking any action for the purpose of inflicting bodily harm upon any person;
3. Taking any action without regard for bodily harm which could result to any person; or
4. Threatened use of force to inflict bodily harm upon any person.

C. HARASSMENT - Behavior directed at another person, including but not limited to, stalking, physical force, or violence, that involves a deliberate interference or a deliberate threat to interfere with an individual's personal safety, academic efforts, employment, or participation in authorized University functions and causes the person to have a reasonable apprehension that such harm is about to occur.

D. SEXUAL HARASSMENT - Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
   1. Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in any University activity.
   2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making decisions affecting instruction, employment, or other University activity;
   3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creates an intimidating, hostile or offensive university environment.

E. UNWANTED SEXUAL CONTACT - Any touching of another for the purpose of sexual arousal, gratification, or stimulation when:
   1. Sexual contact is uninvited or unwanted; or
   2. The victim's ability to appraise the nature of or resist the offender's conduct is substantially impaired; or
   3. The offender knows or reasonably should have known that the person does not resist because his/her ability to appraise the nature of or resist the offender's conduct is substantially impaired.

F. HAZING - Any conduct, act, method of, or coercion of another to do an act of initiation or admission into any organization which occurs on or off University premises and which willfully or recklessly causes or creates a substantial risk of causing physical or mental harm to any student or other person. Examples include, but are not limited to, extended deprivation of sleep or rest; forced consumption of food, liquor, other beverages, or drugs; beating or branding; forced exclusion from social contact; or forced conduct which could result in embarrassment to any person. Any activity or behavior meeting the definition as described above shall be considered to be a forced activity, notwithstanding the willingness of the individual involved to participate in such activity.

G. THEFT OF PROPERTY - Theft or attempted theft of University property or the property of any person or other entity, including possession or use of stolen property. This shall also include theft of University property while off University premises.

H. UNAUTHORIZED ENTRY INTO A UNIVERSITY FACILITY - Attempted or forcible breaking or unauthorized entry into any room, building, or facility.

I. FAILURE TO VACATE UNIVERSITY PREMISES- Failure to vacate University premises at the closing hour or at the request of a University official, unless prior approval is obtained to remain on the premises.

J. CREATION OF SAFETY HAZARD(S) - Endangering the safety of persons or property by creating a fire hazard, including the setting or attempted setting of a fire, or the improper use or possession of inflammable or hazardous substances.
K. FALSE REPORTING OF AN EMERGENCY - Intentionally making a false report of a bomb, fire, or other emergency in any room, building, or facility by means of activating a fire alarm or in any other manner.

L. UNAUTHORIZED USE OR ALTERATION OF EMERGENCY OR SAFETY EQUIPMENT - Unauthorized use or alteration of fire-fighting equipment, safety devices or other emergency or safety equipment.

M. INTERFERENCE WITH EMERGENCY EVACUATION PROCEDURE - Interference with emergency evacuation procedures, including failure to evacuate, prescribed for any room, building, or facility.

N. POSSESSION, USE, DISTRIBUTION OR SALE OF CONTROLLED SUBSTANCES OR DRUG RELATED PARAPHERNALIA - Knowingly possessing, using, distributing or selling drug related paraphernalia or controlled substances, including, but not limited to, narcotics, barbiturates, hallucinogens, marijuana, or amphetamines, except as authorized by law.

O. ILLEGAL USE OF ALCOHOLIC BEVERAGES - Knowingly possessing, keeping, consuming, allowing to consume, serving, purchasing, selling, making available to another person or directly providing funding for alcoholic beverages in violation of state or local statutes, or ordinances, or University rules and regulations.

P. FALSIFICATION OF RECORDS, FRAUD AND FALSE TESTIMONY - Furnishing false or misleading information or identification to a University official, office, investigation or proceeding; or without proper authorization, reproducing, copying, forging, tampering, altering, falsifying, misusing, or attempting to do the foregoing to any record, document, or identification used or maintained by the University.

Q. DESTRUCTION OR MISUSE OF PROPERTY - Damaging, destroying, defacing, abusing, tampering, misusing, or attempting to damage, destroy, deface, abuse, misuse or tamper with University property or property of any person or other entity on or off University premises. This includes any attempt to alter the function or performance of University equipment or property, including, but not limited to, University computers.

R. BRIBERY - Offering money, or any item or service of value to a student, administrator, faculty, staff member, or member of the Board of Trustees so as to receive University property or services for one's self or another or to gain an advantage or special treatment for one's self or for another.

S. UNAUTHORIZED ACCESS TO RECORDS - Gaining or attempting to gain unauthorized access to University records, including, but not limited to, paper records, computer files or systems.

T. UNAUTHORIZED USE OF UNIVERSITY COMPUTERS - Gaining use or attempting to gain use of University computers without proper authorization, including, but not limited to, unauthorized:
   1. Use of computer or data processing equipment;
   2. Access to computer systems;
   3. Possession of computer software or data;
   4. Copying or use of computer software or data;
   5. Use of computer accounts; or
   6. Use of computer-related equipment

U. POSSESSION OR USE OF WEAPONS - Unauthorized possession or use of any type of firearm, explosive, other weapon, or fireworks. "Weapon" shall mean any instrument, device,
substance or item capable of causing or inflicting injury or death and designed or specifically adapted for use as a weapon or possessed, carried or used as a weapon. Weapons used legitimately on campus for martial arts or similar practice shall be permitted provided they are transported and stored in a manner which makes them functionally inaccessible.

V. MISUSE OF IDENTIFICATION - Refusing to present identification when requested by a University Police Officer or other University officials who identify themselves; using or attempting to use any means of identification or other document or card not rightfully issued to the individual; or altering, tampering with or misusing a University identification card or other University-issued means of identification.

W. IMPROPER USE OF KEYS - Knowingly using, duplicating, or causing to be duplicated, any key for any facility, building or room without proper authorization; or failure to return University-issued keys to the proper University officials.

X. MISUSE OF UNIVERSITY TELEPHONE OR COMMUNICATIONS DEVICES OR ELECTRONIC FACSIMILE - Charging any long distance telephone call, telegraph message or electronic facsimile to any University telephone without proper authorization or using any University telephone without proper authorization.

Y. GAMBLING - Violation of applicable gambling laws.

Z. FAILURE TO FOLLOW DIRECTIONS OF UNIVERSITY OFFICIALS - Failure to follow reasonable directions of University officials, made in the performance of their duties, that are necessary for the proper conduct of authorized University functions.

AA. ABUSE OF THE STUDENT CONDUCT CODE PROCEDURES - Any abuse of the Student Conduct Code Procedures, including, but not limited to:

1. Falsification, distortion or misrepresentation of information to the Judicial Affairs Officer or before the Student Conduct Officer, the University Judicial Board, or the Appeal Board;
2. Disruption or interference with the orderly conduct of a proceeding under this Code;
3. Institution of a proceeding under this Code knowingly without cause;
4. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct Code Procedures;
5. Attempting to influence the impartiality of the Student Conduct Officer, or a member of the Judicial or the Appeal Board prior to, or during the course of, a proceeding under this Code;
6. Harassment (verbal or physical) or intimidation of the Student Conduct Officer, or a member of the Judicial or the Appeal Board prior to or during the course of, a proceeding under this Code;
7. Failure to comply with any sanction imposed under the Student Conduct Code; or
8. Influencing or attempting to influence another person to commit an abuse of the Student Conduct Code Procedures.

BB. UNAUTHORIZED SALES AND SOLICITATION OF FUNDS - Unauthorized sale or solicitation of funds including unauthorized solicitation of funds off University premises.

CC. MISUSE OF UNIVERSITY NAME, LOGO, OR SEAL - Use of the University's name without the express authorization of the University except to identify institutional affiliation in the authorized manner. University approval or disapproval of any political or social issue may not be stated or implied by an organization; or use of official letterhead stationery, envelopes, logo or seal as part of any publication, correspondence or other printed material without prior submission of the material to, and written permission received from, the appropriate University official.
DD. MISUSE OF UNIVERSITY FUNDS/STUDENT ORGANIZATION FUNDS - The misuse or unauthorized use of University funds or student organization funds administered through the University.

EE. UNAUTHORIZED POSTING OR DISTRIBUTION OF MATERIALS ON UNIVERSITY PREMISES - Failure to abide by University policies, rules, and regulations on posting and distribution of materials on University premises.

FF. VIOLATIONS OF UNIVERSITY RULES AND REGULATIONS - Violating other University rules and regulations or policies which have been posted or publicized, for example, the Smoke Free Environment Policy.

GG. FAILURE TO COMPLY WITH UNIVERSITY SANCTIONS - Failure to comply with sanctions imposed pursuant to University rules and regulations or policies.

HH. REPETITIONS OF MISCONDUCT - More than one violation of this Code for which a sanction has been previously imposed.

II. PARTICIPATION AS AN ACCOMPLICE - Knowingly participating in any action or event that constitutes violation of this Code.

IV. Residence Hall Resident Behavior
Students residing on campus in the residence hall are also held to the policies set forth in the Viking Hall (VH) policies and procedures handbook. Violations of VH policies will be reviewed by the Director of Residence Life or the designee of the Director and adjudicated within the residence hall judicial system. In instances where VH residents violate the Student Conduct Code, formal judicial charges will be forwarded to the Office of Judicial Affairs.

The Director of Residence Life has the authority to take responsible actions in maintaining a safe living environment for all student residents. This authority may include immediate suspension of housing privileges. This authority may be exercised whether or not a formal charge has been filed with the Office of Judicial Affairs and this authority may be exercised prior to the rendering of any decision in the judicial process.

V. Student Organizational Behavior
A. Students are encouraged to organize and join associations and organizations to promote their common interests. Student organization activities, events or programs held off University premises are the responsibility of the sponsoring student organization and not the University. However, it is expected that members of organizations individually and collectively will act consistently with the provisions of the Code, the organization's constitution, University rules and regulations and applicable laws. The presiding officer of an organization is responsible for informing members that the organization and its members are governed by the terms and conditions of the Code and University rules and regulations.

B. If the actions set forth below occur on University premises, the student organization can be subject to the University judicial system set forth in Sections IX, X, and XI of the Code and may incur one or more of the sanctions described in Section VI of the Code. For actions on or off University premises, a University official may bring charges of failure to follow University policies to the Student Life Committee of Faculty Senate which may suspend or revoke recognition of a student organization or dictate conditions by which a student organization may maintain or re-establish recognition in accordance with the Committee's procedures set forth in the Student Handbook.
C. An organization may be held responsible, as set forth in Section V.B., for violations under any of the following conditions:

1. When the act is in violation of the Code, the organization's constitution, or applicable University rules and regulations and is committed by one or more officers or members of an organization and is supported by the organization's: constitution, by-laws, regulations, policies, practice, custom, or tradition;

2. When the act is in violation of the Code, the organization's constitution, or University rules and regulations and was: authorized, requested, ordered, encouraged, or tolerated by one or more officers or members of the organization acting on behalf of the organization and within the scope of their office or membership;

3. When the act is in violation of the Code, the organization's constitution, or applicable University rules and regulations and was committed by one or more officers or members of the organization acting on behalf of the organization or within the scope of their office or membership, when they knew or reasonably should have known that the act was committed on behalf of the organization;

4. When the organization, through one or more of its officers or members fails to take an action or discharge a duty expressly imposed upon such organizations by the Code, the organization's constitution, or University rules and regulations.

VI. Sanctions
In the event that a student or student organization is found to have violated the Student Conduct Code by the appropriate hearing body, one or more of the following sanctions may be imposed.

A. RECOMMENDATION OF EXPULSION - Recommendation to the President for a permanent separation of the student from the University, preventing readmission to the institution. This sanction must be recorded on the student's academic transcript if it is upheld by the President. If the President does not support the recommendation for expulsion, the President may impose an alternate sanction. The President shall respond to the recommendation within 5 working days after the conclusion of any appeals process.

B. RECOMMENDATION OF SUSPENSION - Recommendation to the President for separation of the student from the University for a specified period. This sanction must be recorded on the student's academic transcript if it is upheld by the President. If the President does not support the recommendation for suspension, the President may impose an alternate sanction. The President shall respond to the recommendation within 5 working days after the conclusion of any appeals process.

C. DISCIPLINARY PROBATION - Formal written warning that the student's or student organization's conduct violated University rules and regulations and that continued enrollment of the student or continued recognition of the student organization depends upon the maintenance of satisfactory behavior during the specified period of probation.

D. REPRIMAND - A written statement placed in the disciplinary file of the student or student organization, to be kept in the Department of Student Life, or an oral statement of the violation of University rules and regulations.

E. RESTITUTION - A requirement that the student or student organization reimburse the University or another person or entity for damages.

F. RESTRICTION - Temporary or permanent loss of privileges for the use of any or all University facilities or services.
G. COMMUNITY SERVICE - A requirement that the student or student organization render a designated amount of specified service to the University or the community.

H. COUNSELING - A requirement that the student meet with a professional staff member of the University’s Counseling Center and comply with the recommendations of the Counseling Center professional staff.

I. HOLDS - Annotations on student records indicating that the student is not in good standing due to a Student Conduct Code violation. When a hold is placed on a record, the Registrar may prohibit the student from registering, or receiving an official transcript or a diploma unless the appropriate University official releases the hold in all or part.

J. RECOMMENDATION OF SUSPENSION OF STATUS - Recommendation to the Student Life Committee of Faculty Senate for suspension of the recognized or registered status of a student organization for a specified or indefinite period of time.

K. RECOMMENDATION OF TERMINATION OF STATUS - Recommendation to the Student Life Committee of Faculty Senate for termination of the recognized or registered status of a student organization.

L. OTHER - Other sanctions may be imposed as appropriate instead of or in addition to those specified above, as deemed necessary by the hearing body.

VII. Interim Suspension
Prior to the holding or completion of a hearing by the University Judicial Board or the Student Conduct Officer (SCO), or the rendering of a decision by either, the status within the University of the student or student organization should not be altered except in exceptional circumstances involving the likelihood of serious danger to the health or safety of persons or property or disruption of the educational process. In such extraordinary circumstances, the President or the President’s designee may order an interim suspension of the student or student organization.

Within twenty-four (24) hours of such suspension, or as soon as possible prior to such action, the President or President’s designee shall cause notice of the suspension, explaining why the suspension cannot await a hearing, to be mailed by certified mail to the last known address of the student or student organization and to the University Appeal Board. Within three (3) working days of any interim suspension, the University Appeal Board shall review the facts and the reasons for the suspension, and shall make recommendations to the President as to whether or not the suspension under this provision should remain in effect prior to the final determination of the case by the University Judicial Board or SCO.

VIII. Judicial Jurisdiction
When a student or student organization has been charged in a criminal or civil action with committing an act that also violates the Student Conduct Code, the University reserves the right to proceed with disciplinary actions regardless of the criminal or civil outcomes. In addition, in cases of criminal charges involving certain offenses of violence, a student faces possible immediate suspension or probation and ultimate dismissal in accordance with the Ohio Revised Code sections 3345.22 and 3345.23 (Refer to University web site).

IX. University Judicial Procedures
A. Procedures for filing charges
   1. Any member of the University community may file a written charge alleging the following:
a. Violation of the Student Conduct Code by any student or student organization;
b. Disputes between student organizations;
c. Disputes between individuals and student organizations;
d. Disputes involving student organizations’ constitutions; or
e. Disputes involving student publications.

2. The charge shall be filed with the Judicial Affairs Officer (JAO) in the Department of Student Life. Charges filed against student organization will be reviewed by the JAO in consultation with the Dean of Student Life and the Chairperson of the Student Life Committee (SLC) to decide whether the charge is to be referred to the SLC or processed through University Judicial Procedures. In the event that the JAO has filed a charge, will be a witness in a proceeding, or otherwise has a conflict of interest, the Vice President for Student Affairs and Institutional Diversity will appoint a temporary replacement to serve as the JAO on that matter.

3. Any charge or complaint involving behavior or action that would be prohibited by Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 (such as harassment or sexual harassment) will be reported to the Affirmative Action Office, which will conduct an investigation before the charge will be heard in the judicial process. In the event the Affirmative Action Officer does not support the charge, the student making the complaint retains the right to be heard by the Student Grievance Board.

B. Notice of Charge Upon receipt of a written notice the JAO shall send notification to the charged student at the last address on file with the Registrar, or to the presiding officer of the student organization and its advisor at the address on file with the Department of Student Life. The notification shall set forth:

1. The charge and the name of the charging party;
2. The violation with which the student or student organization is charged;
3. The right of the charged student or student organization to choose between an administrative hearing before the SCO or a University Judicial Board hearing; and
4. An explanation that the charged party must respond to the notice within five (5) working days or the matter will be automatically referred to the University Judicial Board.

"That students who are charged with Conduct Code Violations during the Summer Semester have the option to have their case heard by the Student Conduct Officer (administrative hearing) or wait until the Judicial Board convenes in the Fall."

C. Response to Notice of Charge Whether the student or student organization selects an SCO or University Judicial Board hearing, the JAO will set the hearing date for no more than fifteen (15) working days from the receipt of the written response to the notice of the charge.

A student responding to the JAO with an admission of guilt for the alleged violation may waive the option for a formal hearing and the JAO can apply appropriate sanctions.

D. Hearing Procedures

1. Notice of Hearing

a. Written notice of the hearing and the name of the charging party shall be sent by the JAO, not less than ten (10) working days before the hearing, to the parties and shall include the date, time and location of the hearing. The notice shall be sent by
certified mail to the last address on file with the Registrar, or in the case of student organizations, it shall be sent to the presiding officer and the advisor of the organization to the address on file in the Department of Student Life. The notice shall indicate that the judicial procedures are set forth in the Student Conduct Code; and, the notice shall also include the following information:

1. The charge, the name of the charging party, and the violation with which the student or student organization is charged.

2. That all parties must notify the JAO no later than 5:00 p.m. three (3) working days before the scheduled hearing of any witnesses who will be participating, any other parties who will be attending, or of a request for a postponement of the hearing, and must provide copies of any materials that will be presented;

3. That requests for postponement will be granted by the JAO only for good cause which is beyond the control of the requesting party; and

4. That each party shall have equal access to all witnesses and materials and shall receive a list or copies of materials from the JAO no later than 24 hours before the hearing.

2. Hearing

a. After consultation with University Legal Counsel, the JAO may require, limit and/or postpone actions or activities to prevent danger to health or safety of persons or property or the disruption of the educational process until the administrative hearing decision is presented to the parties;

b. Both the charged student or student organization and the charging party have the right to seek assistance from members of the University community and have one such member of the University community present at the hearing. Additional members of the University community may be permitted to be present at the hearing at the discretion of the JAO after consultation with the involved parties. Only the charged student, or student members of the student organization, or the advisor of the charged organization, and the charging party shall be permitted to make any presentations during the hearing. This restriction does not apply to witnesses. The name of the University member of the community who will be attending the hearing must be submitted to the JAO no later than 5:00 p.m. three (3) working days before the scheduled hearing. Witnesses will be sequestered until needed to make presentation;

c. Hearings shall be closed and will be tape recorded to provide an accurate record of the proceedings;

d. In hearings involving more than one charged student or student organization, separate hearings may be held at the discretion of the JAO.

e. The SCO or Chairperson of the Judicial Board will present the charge(s) filed against the student or student organization;

f. The party who filed the charge will explain the circumstances of the alleged violation and present witnesses in support of the charge. The hearing body may ask appropriate questions regarding the incident;
g. The charged student or student organization will respond to the charge(s) presented. In doing so the student or student organization may present witnesses in support of the student's or student organization's actions in connection with the alleged violation. The hearing body may ask appropriate questions regarding the incident;

h. The charged party may refrain from testifying at the hearing; such refusal will not be considered against the charged party;

i. If either party fails to appear, the hearing will be held in the party's absence. If both parties fail to appear, the hearing body will make a decision based on the materials submitted;

j. Departure from the procedure described in this section (IX. University Judicial Procedures) will result in an automatic appeal filed by the JAO.

3. Decision Within ten (10) working days of the completion of the hearing, the JAO will forward the decision and any sanction(s) to the appropriate University official(s) and notify every appropriate party of the decision. The JAO will provide a copy of the decision to every appropriate party and will discuss the outcome and appeal process with them.

E. Enforcement of Sanctions A student who does not comply with sanctions may be subject to charges against the code for non-compliance with University sanctions. The JAO will monitor all sanctions and initiate appropriate actions to ensure compliance. These actions may include holds on records, increases in sanctions, and formal judicial charges.

F. Records All materials relating to the hearing, including the final decision and the tape recording of the hearing, will be secured in the Department of Student Life, Office of Judicial Affairs.

G. Parental/Guardian Notification The Dean of Student Life will notify the parent(s)/guardian(s) of a student under the age of 21 who has been found in violation of an alcohol or drug provision of the Student Conduct Code. Parent(s)/guardian(s) will be notified by regular and certified mail at the student's permanent address on file in the Registrar's Office.

X. The University Judicial Board

A. Jurisdiction - The University Judicial Board is an administrative hearing body charged with hearing:

1. Violations of the Student Conduct Code; and
2. Other cases specifically referred by the Faculty Senate or the Faculty Senate Student Life Committee.

B. Membership

1. The membership of the University Judicial Board shall be composed of seven (7) student members and two (2) faculty members. Student members shall be elected in the Spring Term all-campus student elections. Faculty members shall be appointed by the Steering Committee of the Faculty Senate;
2. Members of the University Judicial Board shall elect one (1) student member as the Chairperson and one (1) student member as the Vice Chairperson.

C. Candidate Qualifications

1. A candidate for the University Judicial Board must be a currently enrolled full-time student, with a cumulative grade-point average and the previous term average of not less than 2.50; first year law students who have earned, but not yet received, grades are eligible for election. Candidates must expect to be enrolled full time during their entire term of office;
2. Candidates for the University Judicial Board shall not simultaneously be candidates for other Student Government Association or Student Bar Association positions;

3. Candidates for the University Judicial Board shall otherwise abide by the rules and regulations established by the Student Government Elections Board for the Spring election.

D. Qualifications for Continuing Membership

1. Student members of the University Judicial Board must be full time students at Cleveland State University and must maintain full time status as defined by University regulations during their tenure on the University Judicial Board or they will be considered immediately inactive.

2. Student members must have and maintain a semester and cumulative 2.50 grade point average or they will be considered immediately inactive; currently enrolled first-year law students who have earned, but not yet received, grades are eligible to serve;

3. Faculty members must have full time status as faculty and must have been at the University for a minimum of two contract years;

4. Interim suspension of a University Judicial Board member from the University Judicial Board shall occur when that member is charged with a violation of the Student Conduct Code. The suspension shall remain in effect until the decision is presented to the party following the hearing by the appropriate hearing body.

E. Terms of Office

1. Student members of the University Judicial Board shall be elected for one-year terms and may seek re-election. Student members may serve a total of two one-year terms. Faculty members of the University Judicial Board shall be appointed for two-year staggered terms and may be re-appointed;

2. The term of office begins the first day after the end of Spring Term and concludes the last day of Spring Term of the following year;

3. Student vacancies in the membership of the University Judicial Board shall be filled by appointments made jointly by the President of Student Government and the President of the Student Bar Association, which shall be ratified by a 2/3 majority vote of the Student Senate; In case of an impasse recommendations will be submitted directly to the Student Senate for ratification

4. Faculty vacancies shall be filled by the Faculty Senate Steering Committee;

5. A student member shall be ineligible to continue his or her membership as a result of any of the following:
   a. A finding of violation of the Student Conduct Code;
   b. Unexcused absence from two (2) sessions of the University Judicial Board or excused absence from three (3) sessions of the University Judicial Board;
   c. Failure to complete the orientation and training sessions;
   d. Lack of discretion in maintaining confidentiality with regard to information involved in conduct cases and decisions of the University Judicial Board; or
   e. Failure to maintain membership requirements (Section X.D.).

6. A member who is found ineligible to continue to serve on the University Judicial Board may appeal the decision to the University Appeal Board.

F. Quorum - Quorum for a University Judicial Board hearing shall be defined as a minimum of four (4) student members and one (1) faculty member; if vacancies exist on the University Judicial Board, the Board may function with no less than three (3) students and one (1) faculty member present at a hearing.
G. **Conflict of Interest** - Any member of the University Judicial Board who has a conflict of interest in any case shall not participate in hearing that case. This will not be considered an absence.

H. **Compensation** - Compensation for student members of the University Judicial Board shall be in accordance with the University's Stipend Policy.

I. **Training and Orientation Sessions**
   1. Members of the University Judicial Board are required to attend the training and orientation program prior to hearing any violations, disputes or appeals;
   2. The Chairperson and the Vice Chairperson shall be elected during the training and orientation program, according to Roberts Rules of Order.

J. **Judicial Affairs Officer**
   1. The Judicial Affairs Officer (JAO) shall be the Administrative Liaison to the University Judicial Process. The JAO works with the general administration of the University Judicial Board and enforces compliance with the policies governing the University Judicial Board, including the qualifications for continuing membership. In order to maintain the continuity necessary for an effective University Judicial Board, the JAO shall also establish the procedures for the orientation and training of members of the Board; the same person shall not serve as the Administrative Liaison and the Student Conduct Officer simultaneously.
   2. The JAO shall provide for continuity of procedures, the implementation of sanctions, and confidentiality of records as provided in Sections IX, IX.D, IX.E, IX.F and XI.E.2.

XI. **Appeal Process**
   A. **Rights** - Rights of appeal are available to the charged party. Rights of appeal will be available to the charging party in cases of violation(s) of Section III.B, Section III.D and Section III.E.
   B. **Grounds for Appeal** - Appeals may be heard to determine whether the stipulated procedures were followed, whether the facts were interpreted appropriately, whether the facts supported a finding of violation or non-violation of the Code, and whether the sanction was appropriate for the determined violation or decision.
   C. **Procedures** - If a decision of any University hearing body specified in this Code is appealed by one of the eligible parties, notice of such appeal must be given within ten (10) working days of the receipt of the decision. Notice of appeal must be submitted in writing to the JAO by the appealing party. The written request for appeal must state the grounds on which the appeal is being made.
   D. **The University Appeal Board (UAB)**
   1. The membership of the University Appeal Board shall consist of the Chairperson of the Student Life Committee of Faculty Senate, the Editor-in-Chief of the Law Review and the Vice President for Student Affairs and Institutional Diversity who shall convene the Board, and two (2) student representatives to the Board of Trustees. If any member of the University Appeal Board is not available to hear an appeal, the Provost shall appoint a replacement for that appeal; a minimum of three (3) Board members are needed to hear an appeal.
   2. The University Appeal Board shall hear appeals of:
      a. Decisions of the Student Conduct Officer;
      b. Decisions of the University Judicial Board;
      c. Decisions of the Judicial Affairs Officer; or
d. Any grievance or complaint regarding questions of jurisdiction of the University Judicial Board.

E. Review Procedures
1. The UAB shall:
   a. Consider the grounds for appeal as stated in the written request for appeal; and
   b. Review all materials of the hearing, including the tape of the hearing. This review can include a review of the process and procedures of the hearing;
2. The tape of the hearing shall be released only to the University Appeal Board. The tape may be reviewed by an involved party for the purposes of preparing an appeal only under the supervision of the JAO or a designee of the JAO.
3. The UAB may hold a closed hearing to review a case on appeal at its discretion.

F. Decisions
1. The UAB may:
   a. Dismiss the appeal;
   b. Affirm or reverse the decision on which the appeal is based; or
   c. Alter the sanction imposed by the original hearing body:
      1. For appeals made by the party who has filed the charges, the sanction may be either increased or decreased;
      2. For appeals made by the party against whom the charges were filed, the sanction may be reduced; or
      3. If the Appeal Board finds a party in violation who was previously found not in violation, the Appeal Board may impose appropriate sanctions.
2. Decisions of the appeal body must be presented in writing to the parties involved within fifteen (15) working days of the receipt of the notice of appeal from the JAO.
3. The decision of the University Appeal Board may be appealed to the University President by any of the parties involved.

XII. Amendment
A. This document may be amended and revised only according to the following procedure:
1. Any member of the University community, or any constituent body thereof, may propose amendments and revisions and submit them to the Student Life Committee of the Faculty Senate.
2. The Student Life Committee of the Faculty Senate shall review all proposed amendments and revisions forwarded to them and may accept, reject, or amend them. It will thereafter send its proposed amendments to the Student Senate for its advice, which shall be rendered within thirty days.
3. The Student Life Committee of the Faculty Senate shall then submit any approved amendment or revision to the Faculty Senate. Upon approval, the Faculty Senate will submit the proposal to the President for referral to the Board of Trustees.
4. The Board of Trustees shall review all proposed amendments and revisions forwarded to it. It may approve the proposal, at which time it shall become effective (or on any date specified for it to become effective), or reject the proposal and return it to the President.
5. The University community shall be promptly informed of any new amendments or revisions.
B. Repeal of Contradictory Policies - This University Student Conduct Code shall
supersede any existing disciplinary policies and procedures, which are inconsistent with this document.

XIII. SMOKE FREE ENVIRONMENT POLICY
(March, 1993)
Smoking is prohibited inside all University buildings applicable to local laws. (See III.F.F.)
Cleveland State University Office of Disability Services

Cleveland State University (CSU) is committed to providing an equal opportunity to all persons. The Office of Disability Services is designed to address the personal and academic issues of students and other persons with disabilities who participate in university programs and activities. A wide range of services is offered. Students receive such assistance until they graduate. The Cleveland State campus is largely accessible, and many of our renovated areas are barrier free. The Office of Disability Services (ODS) provides assistance to both students and faculty in accommodating students with disabilities. This office serves as the primary resource for all student issues related to the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973. The office has a long history, dating before both the ADA and the Rehabilitation Act. It was created in 1970 to serve the needs of a growing number of students with disabilities on campus. Inquiries concerning implementation of the above policy and compliance with relevant statutory requirements, including, inter alia, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 may be directed to Maria J. Codinach, Director of the Affirmative Action Office, Administration Center, Room 236; (216) 687-2223.

Our Mission
The mission of the Office of Disability Services is to provide leadership in fostering an environment that supports the full participation by all individuals in the campus community. We support the educational experiences of persons with disabilities in all areas of campus life by advocating for continuous improvement in access of our facilities, programs, and services. We educate the university community on issues regarding policies, procedures, and laws that impact persons with disabilities and affect their involvement at Cleveland State University. We encourage the full development of persons with disabilities and seek to prepare them to lead satisfying and productive lives.

Your Rights as a Student
A student with a disability has the right to obtain timely, reasonable accommodation of his/her disability in order to have the same opportunity for success enjoyed by students who do not have disabilities. The Americans with Disabilities Act (1990) defines a person with a disability as: “A person who has any physical or mental impairment that substantially limits a major life activity (walking, standing, seeing, hearing, speaking, breathing, learning, working, or taking care of one’s self), has a record of such impairment, or is regarded as having such an impairment.” Under the Rehabilitation Act of 1973 (and amendments) “No otherwise qualified person with a disability in the United States…shall, solely by reason of…disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.” Cleveland State University, as a public institution, is subject to these laws. In addition, since 1976 the Board of Trustees has maintained an equal opportunity and affirmative action policy for the education and employment of persons with disabilities, disabled veterans, and Vietnam Era veterans. The University’s goal is to provide full access to education for all students and persons with disabilities, and to create a fully accessible campus. Students have the right to confidentiality in regard to their disability. Information will be disclosed to relevant campus personnel from the ODS office only on an as-needed basis.
Typically, this would be in order to provide a needed accommodation (see the Confidentiality section of this handbook for further information). Students can choose to disclose information to faculty on his/her own if they wish, but should not be asked by faculty, staff, or administration the exact nature or diagnosis of their condition.

**Student Responsibilities**
All students at Cleveland State University have the right to pursue an education of excellence. Along with this right, students with disabilities have certain responsibilities regarding the accommodations that will help them attain this end. The student must:

- Contact the Office of Disability Services in a timely manner to schedule an initial meeting—either prior to the first semester of enrollment or as soon as possible after the diagnosis of a disability

- Provide documentation of the disability and a description of the resulting functional limitations. This statement should describe how the condition affects or limits the student’s participation in learning or other university activities from an appropriately licensed professional and provide that information to the ODS. (See Documentation Criteria). The ODS staff will use this information to determine both eligibility as a person with a disability and any necessary accommodations

- Meet with the ODS professional staff no later than the second week of each new semester to review the necessary accommodations and with the ODS staff, write memos to faculty that explain individual accommodation needs

- Meet with faculty in each class to review accommodation requests and how they will be implemented in each class

- Notify the ODS of any additional needs or required changes to accommodations as soon as they arise

- Maintain the academic standards required of all Cleveland State University students

- Abide by Cleveland State University’s Code of Conduct. Copies of the Student Code of Conduct are available in the Office of the Dean of Students.

**OFFICE OF DISABILITY SERVICES PROCEDURES**

**Admission**
All students admitted to Cleveland State University must meet the required academic standards for admission. A prospective student with a disability is not required to disclose his or her disability, nor may university personnel inquire about it during the admission process. However, if the prospective student discloses a disability, discussion may take place although such information may not adversely affect admission. Once admitted to the university, a student may choose to disclose a disability. A student with a disability will not receive accommodations
unless he or she makes that request and follows the university procedures for obtaining those services.

If a student requires accommodation to participate in the Admission process, the student may contact the Office of Disability Services or the Office of Admissions to request the needed accommodation.

**The Accommodation Process**

**Requests for Accommodations**
Requests for accommodations should begin at the Office of Disability Services. All requests must be made in a timely manner. Once a qualified individual with a disability has requested services, ODS personnel will meet with the student to review the documentation and determine related appropriate accommodations. Appropriate and reasonable accommodations are best determined through a flexible, interactive process that involves both the individual with the disability and the faculty and/or staff member(s) involved. The determination of all the appropriate academic adjustments/accommodations and aids that will be provided will include input from both the student and ODS, in consultation with faculty where appropriate. Early consultation with all parties involved is advisable. The university is not required to provide accommodations until the student has provided documentation of a disability.

Students will be notified in writing of all adjustments and services that have been agreed to, as well as any that have been denied and the reason for the denial. They will also be informed of the process for appealing those decisions. That process is fully outlined in a later section of this handbook.

**Eligibility**
To be eligible for disability related services, students are responsible for identifying themselves and disclosing information about the disability to the ODS staff. Students are also responsible for supplying written documentation of the disabling condition as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973.

Each student who requests accommodations must meet with the Office of Disability Services staff to discuss his/her individual needs. The ODS staff can provide a variety of services for the student, including:

- Development of a notification memo for faculty
- Assistance in obtaining accommodations on campus
- Guidance and counseling related to coursework and career options which take into account the impact of the disability (disability management)
- Referral to community agencies for assistance with disability related needs not directly associated with participation at CSU.
Documentation Criteria
CSU’s Office of Disability Services requires a written report prepared by an appropriately licensed professional that clearly diagnoses a disability and/or provides records showing the history of the disability. Medical doctors, psychiatrists, psychologists, and school psychologists are among the professionals who routinely evaluate, diagnose, and treat disabilities. The following guidelines are provided to assure that diagnostic reports are appropriate to document eligibility. This list is not intended to be exhaustive or to restrict assessment in other pertinent and helpful areas such as vocational interests and aptitudes.

Qualified Personnel:
Hearing and speech disabilities. Qualified personnel include: ear, nose, and throat specialist; audiologist; speech therapist; psychologist; family physician; or other qualified medical specialist.

Learning disability and attention deficit disorder. Qualified personnel include: licensed psychologist, psychiatrist, school psychologist, family physician, or other qualified licensed medical personnel.

Mental or psychological disabilities. Qualified personnel include: psychologist, psychiatrist, licensed counselor, hospital record, family physician, or other mental health professional.

Mobility, coordination, traumatic brain injury, HIV and AIDS, and health disabilities. Qualified personnel include: family physician, orthopedist, neurologist, cardiologist, rehabilitation specialist, or other medical professionals.

Visual disabilities. Qualified personnel include: ophthalmologist, optometrist, family physician, or other medical specialist.

Documentation:
In all instances, the information provided must clearly document, diagnose, and discuss the condition.

Copies of medical records are not considered appropriate documentation.

Evaluations must be current. As a guideline, the ODS generally requires documentation prepared within the past three years. The office reserves the right to request an updated or more extensive evaluation. Diagnostic reports must include the names and titles of the diagnostician as well as the date(s) of testing. Reports must be typed and otherwise legible.

The written report must include a specific diagnosis with clear and specific evidence and identification of a disability. For example, terms such as “learning styles,” “learning problems” and “academic difficulties” do not constitute a learning disability.

Reports from friends or relatives of the student or student’s immediate family are not considered appropriate documentation.
The ODS reserves the right to request a second opinion regarding any diagnostic information. In the event the University requests a second opinion, the University will bear the cost of the evaluation.

Confidentiality
Information regarding a student’s disability is considered confidential. Disability information is not a part of a student’s academic record and is not noted on the transcript. Disability information is kept in a separate, locked file in the ODS. Information is kept for five years after the last semester of enrollment. Students returning to CSU after a five-year absence will need to supply new documentation of their disability.
Information can be shared without the student’s written permission in the event of medical emergency, an official court order, or behavior that endangers the health and safety of the student or others.

Because the accommodations process can involve many people, disability information may be released to university professionals on a need-to-know basis, and is limited to the amount of information necessary to accommodate the student or to keep necessary records. University professionals are informed that this information is confidential and should not be shared with others.

If a student wishes to have information shared with others, he/she will need to make that request in writing and sign a release of information form in the ODS office.

Memos for Professors
Each student is required to meet with an ODS staff member at or prior to the start of each term. At this time, the staff member will prepare, along with the student, a memo that indicates the necessary accommodations. This memo will be signed by the ODS staff and will indicate accommodations that the staff member and student think will be helpful to the student. Memos should be presented by the student to the faculty member. This is so the student will have the opportunity to discuss specific needs with the faculty member and discuss how the requested accommodations will impact the classroom environment. Faculty may ask at this time about the student’s specific areas of need, as well as skill areas or compensation strategies the student has found to be helpful.

No individual instructor has unilateral authority to deny a student an academic adjustment and/or auxiliary aid or service approved by the University’s ODS personnel. Any faculty disputes over (i) what or how adjustments or aids are to be provided for a course, (ii) whether a course is deemed to be an essential requirement of the program, or (iii) whether a particular adjustment would be a fundamental alteration of the course or program must be forwarded to the University’s Affirmative Action Office for resolution through the ADA Accommodations Committee (see Grievance section for further detail). This process will include the student and pertinent faculty.

Students with disabilities must be qualified to participate in any academic program or activity, with or without reasonable accommodations. The University does not waive essential program
requirements or permit substitutions for courses deemed essential to its academic programs. For example, students with disabilities are expected to meet GPA requirements, degree requirements, field experiences (practica) and all other essential course requirements of a particular program. The university allows substitution of a limited number of courses on a case-by-case basis when another course will fulfill the same academic goals of the course being substituted and the substitution does not alter the integrity of the academic program.

**Common Academic Adjustments and Accommodations**

Academic accommodations are provided to students with disabilities as a leveling strategy in the academic world. These compensatory techniques are designed to give students with disabilities a fair opportunity to learn and to demonstrate their knowledge. No two students are the same: two students with the same disability may not use the same accommodations, and two students using the same accommodations may have very different disabling conditions. Students may choose when to use an accommodation, based on their experience with their disability. Some examples include:

- Audio or electronic format texts
- Note-takers
- Extended time for tests: the extension appropriate for the student will be indicated on the accommodation memos; Time extensions are not typically appropriate for take-home exams—students or faculty should discuss this with ODS staff if they believe a particular exam warrants an exception
- Distraction-reduced testing environment
- Large print resources
- Preferential seating
- Adaptive equipment
- Assistive listening devices in the classroom
- Interpreters in the classroom

**Exam Modifications**

Exam proctoring is available through the ODS if a student has special needs. If a student requires extended time on an exam, requires oral exams, or needs to use special equipment to complete an exam, arrangements can be made with the ODS to have the exam proctored in the ODS office. Faculty can use their discretion in making the decision between giving the exam through the ODS or making individual arrangements with the student. Students should contact the ODS staff at least one week prior to the exam to make those arrangements if the exam will be taken in the ODS.
Some students may require more frequent breaks during exams. These arrangements can be made individually between the student and the faculty member. If this will be overly disruptive to the rest of the class, arrangements can be made for either a separate time or to take the exam in the ODS office.

ODS does not recommend that faculty substitute take-home exams for regular classroom exams. Faculty may forward the exam to the ODS by whatever means they feel most comfortable: hand delivery, email, or campus mail. Exams will be returned to the department in a sealed envelope with the signature of an ODS staff person on the seal.

**Exam Rules and Regulations:**

1. Exams must be scheduled in advance.

2. Students must be on time. Students more than 15 minutes late, for any reason, will have to receive permission for, and schedule make-up exams with their instructors.

3. No breaks (unless the disability creates a specific need for breaks). Once the exam has started, a student will not be allowed to leave the testing room for any reason. Restroom breaks, snacks, etc. must be planned accordingly.

4. No bags, books, purses, coats, pagers, cell phones, CD players or tape players will be allowed. A secure place will be provided for students to store personal items until the exam is over.

5. Time will be enforced. Students must finish within the time frames commensurate with approved accommodations. There are NO exams with unlimited time.

Students should keep in mind that this policy only applies to exams created and given by CSU faculty and staff. Exams administered by other organizations, such as professional and licensing exams, have their own policies and documentation requirements. Students should check with the administrator of any necessary exam (for example, Educational Testing Services, GMAT, MCAT, etc.) for more information.

**Notetaking**

Notetaking at Cleveland State University is done on a voluntary basis. To the extent possible, notetakers are selected from the enrolled class. Students who require copies of notes should discuss this need with the faculty member when presenting accommodation memos. The faculty member should then ask for a student volunteer to provide notes. The faculty member can get the students together after class. Notes can be copied by the students, or can be brought to the ODS to be photocopied.

It is up to the student receiving the notes to review them with the faculty member for accuracy. It is also the student’s responsibility to notify the faculty member if a need arises for a different notetaker (i.e. notetaker is absent, drops the class, etc.) The student should notify the ODS if there are any difficulties with this process.
Alternatives to Regular Text
Students who need books in audio format, in electronic format, Braille, or any other alternative format must provide the book along with a course syllabus to the ODS as soon as possible after scheduling. Requests will be processed in the order in which they are received. Students should periodically check in with the ODS to see if their books are ready.
Students must return materials from Recordings for the Blind & Dyslexic (RFB&D) and other materials that are obtained by or from the ODS at the end of each term. Students are strongly encouraged to obtain their own membership to RFB&D. This service can provide audio text in digital audio format. Their website is: www.rfbd.org.

Attendance
Attendance is expected according to the syllabus for each particular course. If a student has a disability related reason for requesting an exception to the attendance policy the student should contact the ODS to begin a process of examining the essential requirements of the course and determining whether and to what extent a modification to that attendance policy is reasonable. Faculty cannot unilaterally determine essential requirements: this must be done in conjunction with ODS.

Requests for Sign Language Interpreters

For regular classes:
Requests for sign language interpreters for regular classes should be made at least four weeks in advance. If a student who is utilizing an interpreter needs to make a schedule change, that change should be reported immediately to the ODS. The office will make changes to the interpreting schedule in a timely manner.

For special events and meetings:
Requests for interpreters for special events or meetings should be made at least two weeks in advance. Those requests should be directed to the individual or department coordinating the event. The ODS staff will be happy to make recommendations to that department as needed through this process.

Service Animals
Service animals must be trained to perform one or more specific functions or activities of daily living for the individual they accompany. It is recommended that any animal being used as a service animal wear a harness or other identifying device so that others on campus recognize it as such.

If a student will be living in the residence hall and plans to bring a service animal, a minimum of six weeks notice is needed so that students can be placed appropriately with regard to allergies. If six weeks notice is not possible, the student should contact ODS to discuss what arrangements can be made.

Service animals may enter any class or other activity with the person with the disability. The student with the service animal takes full responsibility for the care and behavior of the animal.
Animals should be taken outside to relieve themselves, out of the way of vehicular and pedestrian traffic. Animal waste must be picked up and disposed of properly. If a person is unable to do this due to their disability they can make other arrangements through ODS.

Service animal care and behavior is the responsibility of the person using the service animal. Students who cannot keep their animal under proper care or control are subject to sanctions through the CSU Office of Judicial Affairs. This determination will be made on a case-by-case basis. For example, a dog that is trained to bark to signal the onset of a seizure would be considered under proper control for doing so, whereas a dog that was barking and disruptive to the community in a way that was not meant as assistance would be grounds for a complaint.

**Personal Care Attendants**

Personal Care Attendants (PCAs), also called aides, are the responsibility of the individual with the disability. PCAs may attend classes and all university functions with the individual for whom they work.

Neither Cleveland State University nor the ODS is responsible for the hiring, firing, or management of personal care attendants. Neither is CSU or the ODS financially responsible for PCAs.

If a student will be living in the residence hall and will require a personal care attendant, the Office of Disability Services should be contacted no less than six weeks prior to the move-in date for that semester. This will allow time for the Office of Residence Life to make necessary living arrangements and complete security clearances for the attendant(s).

**Adaptive Technology**

CSU maintains a wide variety of adaptive technology that is available for student use. Much of the technology available can be found in the Adaptive Technology Lab, which is located on the first floor of the library. This lab includes hardware and software, such as JAWS, Zoomtext, closed circuit televisions for the visually impaired (CCTVs), adaptive workstations, adaptive keyboards, DragonDictate, and a wide variety of other equipment.

The ODS also maintains an inventory of equipment, some for in-office use and some for loan. This inventory includes FM systems, portable CCTV units, digital book players, and various audio tape players.

If you think you may benefit from adaptive technology, please contact the ODS office to set up an appointment to discuss your needs. Office staff will review the possibilities with you at that time.

**Other Accommodation Needs**

**Internships, Fieldwork, and Other Non-Classroom Learning Experiences**

Students engaging in internships, fieldwork, student teaching, or other off-campus learning experiences (hereafter referred to as “fieldwork”) may choose to disclose or not disclose a disability to their assigned fieldwork site. Students are free to discuss their options and the possible consequences and benefits of disclosure vs. non-disclosure with the ODS as they make that decision.
Requests for fieldwork accommodations must be made at least six weeks in advance of the fieldwork experience. Any delay in making requests for accommodations may delay the start of the experience or necessitate postponement until a future semester.

Students should NEVER disclose a disability to a fieldwork placement site without first discussing their needs with both the ODS and the CSU field placement office for their program. Students participating in fieldwork who will be requesting accommodations must make that request through the Office of Disability Services. The ODS will work with the CSU Field Placement Office responsible for the student’s program to discuss appropriate accommodations. This will begin an interactive process that will include the student, the field placement office, the ODS, and the field placement site representative. Accommodations will be individualized to the student’s needs as they relate to the requirements of the academic program and the placement site. CSU, in conjunction with the fieldwork site, is required to make reasonable accommodations for participating students with disabilities. Neither CSU, nor the facility, is required to make changes or adjustments that would fundamentally alter either the nature of, or the essential requirements of, the program or any related courses.

Student Employees with Disabilities
Students with disabilities who are hired for on-campus work positions are entitled to reasonable accommodation under the Americans with Disabilities Act. If assistance is needed in determining whether a student is qualified to do the job and if accommodations can be made for a disability on the job, the Coordinator should be contacted. Guidelines for hiring people with disabilities (including legal and illegal interview questions), job analysis forms, and other work related information are available in the ODS office.

Student employees with disabilities may voluntarily self-identify by completing the Invitation to Persons with Disabilities and to Disabled Veterans form given to all student employees at the beginning of employment. The form may also be downloaded from: www.csuohio.edu/affirmativeaction/information_disabilities.html

Campus Activities
All activities that happen on campus or are sponsored by the campus are accessible to persons with disabilities. This includes University-sponsored events for the student body, employees, alumni, or the public. It also includes any event sponsored by a campus group, whether held on or off campus.

Any student needing accommodations due to a disabling condition should contact the person in charge of the event as soon as possible. For large events, more advance notice may be required. The amount of time needed to make the arrangements will be relative to the size of the event. Certain accommodations require more lead-time, such as hiring interpreters and obtaining material in braille or large print. The ODS staff is available for consultation and assistance with these events. However, the primary contact person is the event sponsor.
Housing Accommodations
The accommodations process regarding housing is the same as for other accommodations. However, requests for specific housing accommodations should be made as early as possible. Determination of appropriate accommodations will be made on a case-by-case basis. Accessible housing is available on campus. Housing requests will be addressed on a first-come, first served basis.

Temporary Disabilities
Individuals with temporary disabilities who require accommodation are welcome to utilize the ODS. All policies and procedures remain the same, although the laws regarding the rights and protection of persons with disabilities may not apply.

Parking
Cleveland State University provides ample accessible parking in a variety of locations across campus. State of Ohio-issued hangtags with the appropriate designation should be clearly displayed. Persons with disabilities are responsible for the payment of all applicable parking fees or other parking charges.

Grievances
If a student has concerns about ODS personnel or the quality of the service they are receiving they should contact the Coordinator to discuss their concerns. If this does not satisfactorily address the concern, the student can contact the Director of Health and Wellness Services at (216) 687-3649.

In the event students being served by the ODS feel they are not being fairly accommodated for their disability, they must request in writing a meeting with the interested parties for resolution of the concerns. The request must be filed with the ODS staff. All parties should meet within a period not to exceed ten days and all issues should be resolved as quickly as possible. If the issues are not resolved to the satisfaction of the student, the student may contact the Director of the Affirmative Action Office to appeal to the ADA Accommodations Committee for appropriate proceedings. A copy of the ADA Accommodations Policies and Procedures is attached hereto as Appendix A.

In addition, any student who believes (s)he is being discriminated against on the basis of her/his disability may directly file a complaint of disability discrimination with the Affirmative Action Office for appropriate action. The Affirmative Action Office is located in the Administration Center, Room 236 and can be contacted at (216) 687-2223.
CLEVELAND STATE UNIVERSITY
ADA AND SECTION 504 ACCOMMODATIONS COMMITTEE

CHARGE

The ADA and Section 504 Accommodations Committee shall assist the Office of Disability Services in the resolution of requests for reasonable accommodations by students, employees and applicants for employment. In addition, the Committee may assist the Affirmative Action Office, upon request, in the resolution of discrimination complaints alleging failure to provide reasonable accommodation and/or ability to perform. In cases involving the purchase of equipment or aids to perform the essential functions of a job or to complete/participate in a course of study, the Committee’s decision will be final and will be reported to the Coordinator of the Office of Disability Services.

COMPOSITION

In cases involving students, the ADA and Section 504 Accommodations Committee shall consist of one person from the Office of Disability Services, one person from the Affirmative Action Office and one person from the department conducting the course of study and/or the appropriate college. In cases involving employees and applicants for employment, the Committee shall consist of one person from the Office of Disability Services, one person from the Affirmative Action Office, one person from the Department of Human Resources Development and Labor Relations and one person from the department which employs or will employ the person requesting the accommodation. In cases involving questions with regard to whether a requested accommodation would constitute a fundamental alteration of the essential requirements of a program or course of study the committee will consist of one person from Affirmative Action, one from ODS, and no less than three faculty members from the Department or Program and/or the appropriate college. Essential requirements are those that are determined to be fundamental to the course or program.

The Committee may be convened by the Coordinator of the Office of Disability Services or the Director of the Affirmative Action Office. If there are technical and/or compliance issues, the Committee may request the assistance of the University Legal Counsel and such other experts on campus as appropriate.

REQUESTS FOR ACCOMMODATIONS

All requests for accommodations to perform the essential functions of a job or to complete a course of study shall be submitted to the Office of Disability Services in such manner as provided in its policies and procedures. The ADA and Section 504 Accommodations Committee shall only intervene in the accommodations process when requested by the Office of Disability Services.

COMPLAINTS OF DISCRIMINATION

All complaints of discrimination on the basis of disability alleging failure to provide reasonable accommodations and/or ability to perform a particular job or complete a course of study shall be submitted to the Affirmative Action Office as provided in its policies and procedures. The ADA and Section 504 Accommodations Committee will only intervene in discrimination complaints when convened by the Director of the Affirmative Action Office. The Affirmative Action Office can be contacted at (216) 687-2223.
PROCEDURES
A. For cases that do not involve fundamental alteration of the essential requirements of a program or course:

1. The Committee shall be convened as soon as possible after (a) a request for accommodations has been denied and the person requesting the accommodations wishes to appeal the decision or (b) the Director of Affirmative Action is unable to resolve a complaint of disability discrimination to the satisfaction of the student and the student wishes to pursue the claim. Reasonable advance notice of the meeting shall be given to the person requesting the accommodation.

2. In reviewing the request and diagnostician’s recommendation, the Committee shall consider the necessity and legitimacy of the request, its reasonableness, available alternative accommodations, direct threat, undue hardship and any other relevant factors under the ADA and Section 504.

3. The Committee may request additional information in support of the request, as needed, including a medical examination by a physician or other appropriate professional selected by the University. In such instance, the University will assume the cost of the examination. The Committee can also consult with experts as necessary.

4. After deliberation, the Committee shall submit a written recommendation to the Coordinator of the Office of Disability Services in cases involving student requests or to the Vice President for Business Affairs and Finance in cases involving employee and applicants for employment requests. If convened by the Director of the Affirmative Action Office, the recommendations should be made to the Director.

5. Copies of all written recommendations to the Vice President for Business Affairs and Finance and to the Coordinator of the Office of Disability Services shall also be furnished to the Affirmative Action Office to fulfill the monitoring and compliance requirements of the University Affirmative Action Policies and Programs for Persons with Disabilities, Disabled Veterans and Vietnam Era Veterans.

B. For cases involving a requested accommodation that would alter or modify essential requirements of a course or program of study:

1. The Committee shall be convened as soon as possible after (a) a request for accommodations has been made that appears to be a fundamental alteration to a course, program or employment position, or (b) the director of Affirmative Action requests the Committee’s assistance in resolving a complaint of discrimination. Reasonable advance notice of the meeting shall be given to the person requesting the accommodation.

2. The Committee shall be advised by Affirmative Action and/or the Office of Legal Affairs as to the definition and meaning of “fundamental alteration” and “essential requirements” as they pertain to a course or program of study.
3. A deliberative analysis of the course, program, or position will be conducted to determine essential elements and to look at the impact of making the requested accommodation.

4. Alternative ways of effectively meeting the requirement must be considered and should be included in the written final recommendations.

5. In its deliberations the Committee may consult with the Dean of the College and/or the appropriate academic committees charged with curriculum issues.

6. The Committee may request additional information in support of the request, as needed, including a medical examination by a physician or other appropriate professional selected by the University. In such instance, the University will assume the cost of the examination. The Committee can also consult with experts as necessary.

7. After deliberation, the Committee shall submit a written recommendation to the Coordinator of the Office of Disability Services, the Director of Affirmative Action and the appropriate Dean in cases involving student requests. A written recommendation shall be furnished to the Coordinator of the Office of Disability Services, the Director of Affirmative Action, and the Vice President for Business Affairs and Finance in cases involving employees and applicants for employment. If convened by the Director of the Affirmative Action Office, the recommendations should be made to the Director.

7. Copies of all written recommendations to the Vice President for Business Affairs and Finance and to the Coordinator of the Office of Disability Services shall also be furnished to the Affirmative Action Office to fulfill the monitoring and compliance requirements of the University Affirmative Action Policies and Programs for Persons with Disabilities, Disabled Veterans and Vietnam Era Veterans.
STUDENT RESOURCES: TUTORING & TECHNOLOGY
**Student Resources for Technology**

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

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

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

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

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

**Campus Location**
Main Classroom Building 116
allin1@csuohio.edu
Phone: 216.687.5411

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

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

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

Additional Taskstream assistance:

1-800-311-5656
support@watermarkinsights.com

**Tutoring**

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

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

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

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

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

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

For additional questions, do not hesitate to contact the School of Social Work. We will be happy to link you to these and other resources.
APPENDICES
APPLICATION TO THE SOCIAL WORK MAJOR*

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

Today’s Date: ____________________________

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

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<th>Part I - Personal Information</th>
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<td>Email: ______________________</td>
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Please Submit:
- ☐ Letter of Reference
- ☐ Checklist from CLASS Advising Center (Chester Building CB 279)

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<th>Part II - Education Information</th>
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<tr>
<td>College within CSU currently enrolled: (College of Liberal Arts and Social Sciences, College of Business, etc.)</td>
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<tr>
<td>Current number of college credits: ____________________ Other/Dual major: ____________________</td>
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List any other Colleges and/or University attended:

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<th>University Name &amp; Location</th>
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*IMPORTANT! Applicants should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may effect future potential of obtaining field placements, social work employment, and licensure.
Part III - Employment/Volunteer Information

Work Experience  (list any and all kinds of work or volunteer positions, paid or unpaid):

___________________________________________________________________________

___________________________________________________________________________

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

___________________________________________________________________________

___________________________________________________________________________

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

___________________________________________________________________________

___________________________________________________________________________

Goals after Graduation (career expectations, graduate school, life aspirations):

___________________________________________________________________________

___________________________________________________________________________

Part IV - Social Concerns & Issues

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

___________________________________________________________________________

___________________________________________________________________________

Do you have any special needs that the department can assist you with during your course of study in the social work major?  If so, please describe below:

___________________________________________________________________________

___________________________________________________________________________
What population of people do you think you would like to work with and why?

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

Are there any additional comments and concerns that you wish to make that would help us plan your program in the major? If so, please describe below and continue on the other side of this form if you need more space.

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

Signature: ___________________________          Date: ________________  
(Student)

Signature: ___________________________          Date: ________________  
(BSW Program Coordinator)

Cleveland State University is an Equal Opportunity Institution. No person will be denied opportunity for employment or education or be subjected to discrimination in any project, program, or activity because of race, color, religion, sex, sexual orientation, national origin, ancestry, age, handicap, or Vietnam veteran’s status.
*These related-field courses shall be selected through advising only. Please see your social work academic advisor before registering for these classes.

Appendix B

INDEPENDENT STUDY FORM

For course use SWK 396 and SWK 496

Note: All independent Study Forms must be approved and signed by the director

Course Number: ____________________________________________________________

Student’s Name: __________________________________________________________

Faculty who will monitor and evaluate the student’s work: ______________________

Subject or skill area: ______________________________________________________

Objectives of Independent Study: __________________________________________

Method of evaluation to be used ____________________________________________

Please attach readings list and/or course outline describing your plan of study.

Faculty Advisor’s Signature: ______________________________________________

If this Independent Study Proposal is to serve as a substitute for a required course, endorsement and comments from the faculty member who teaches the course is necessary.

Comments: ______________________________________________________________

Course Instructor’s Signature: ______________________________________________

Director’s Approval: _______________________________________________________

Independent Study Proposal Forms Must Be Completed, Signed and Approved PRIOR TO CLASS REGISTRATION.
Last Revised – November 29th, 2018
D.C.S.