

**CLEVELAND STATE UNIVERSITY
SCHOOL OF SOCIAL WORK**

BACCALAUREATE SOCIAL WORK PROGRAM

STUDENT HANDBOOK



December 2009



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**WELCOME
TO THE
SCHOOL OF SOCIAL WORK**



Cleveland State University

Ronald M. Berkman
President

Dear Social Work Major:

Cleveland State University understands that its primary goal is to help students to change their lives. As a social work major, you have chosen to dedicate your professional career to extending that goal to the larger community. When you complete your program of study, you will combine your knowledge and experience with the principles and techniques you have learned in the classroom and in the field as you move to the forefront of those who effect societal change.

The material on the pages of the *Social Work Student Handbook* has been organized with the participation of the students and faculty in the Department of Social Work to facilitate your progress through the social work major. Familiarize yourself with its content, and don't be afraid to ask your instructors, advisors, and senior classmates for their advice on what you read here. In so doing, you will be taking the first steps toward becoming a part of the collaborative effort which defines the social work community.

As you begin your initial training in this worthwhile career, please know that the entire university community joins me in pledging our support for your efforts and our esteem for your dedication and commitment. You represent one of the ways through which Cleveland State fulfills its promise to the community, and you have our best wishes for a successful career.

Sincerely,

Ronald M. Berkman
President



Cleveland State University

College of Liberal Arts and Social Sciences

Office of the Dean

Dear Social Work Student:

Welcome to the Bachelor of Social Work program at Cleveland State University! You have chosen a first-rate program in a very important field of study. Social Work is an honorable profession, dedicated, as it is, to helping those in our society who need help the most. It is a profession that demands dedication, patience, and hard work, but it rewards its practitioners with a deep sense of accomplishment and purpose. You are to be congratulated for choosing such a noble profession.

The Social Work program at CSU is accredited by the Council on Social Work Education. The school offers course work and field practice in such diverse areas as child welfare, mental health, criminal justice, aging, and community organization. While studying with us, you may be invited to join the Delta Zeta Chapter of the Phi Alpha Honor Society, a membership that will offer you collegial support and also publicly recognize your outstanding academic achievements. Upon completion of your program, you will be able to earn your professional credentials by taking Ohio's social-work licensure exam. You will also be eligible to join the National Association of Social Workers and/or the National Association of Black Social Workers.

Your professors in the School of Social Work are highly trained professionals and scholars—role models, really—and they stand ready to assist you in every reasonable way as you make your way through the program toward your professional credentials and a rewarding career.

Once you have finished your B.S.W., you may, at some future date, be interested in further advancing your professional skills and credentials. At that point, we would like to suggest you consider our M.S.W. program, which we offer jointly with the University of Akron.

But that's for the future. For the present, I wish you every success in your baccalaureate studies, and I hope that you find this handbook helpful as you journey toward your goal.

Yours sincerely,

Gregory M. Sadlek
Dean
College of Liberal Arts and Social Sciences



Cleveland State University

College of Liberal Arts and Social Sciences

School of Social Work

Dear Social Work Major:

I welcome you to the School of Social Work. Your decision to major in Social Work indicates to Us that you are a caring person and very much concerned about the welfare of others. There is much human suffering in our midst today, and I am pleased to welcome you to our ranks as we work toward improving the quality of life for all.

Social Work is one of the oldest helping professions known throughout the world. At Cleveland State University, we have developed the type of curriculum that will prepare you to become a competent entry level generalist social work practitioner.

While matriculating in the School of Social Work, not only do we encourage you to take advantage of the curriculum offerings, but we encourage you to participate in governance of the School through the student organization, Social Work in Action.

I do hope that your experience with us will be a rewarding and exciting one. It is honorable to be a social worker. We are pleased to have you as a member of our family, and a member of the Social Work community.

Sincerely,

Maggie Jackson, Ph.D.
Professor & Director



Cleveland State University

College of Liberal Arts and Social Sciences

School of Social Work

The Cleveland State University School of Social Work Alumni Association extends a warm and heartfelt welcome to all new Social Work majors. We are so pleased that you have chosen the field of social work and we are excited to have you as a member of our student body. Social work is a challenging and rewarding field and the School of Social Work has many talented staff and faculty who are willing and ready to assist you through this last leg of your academic journey. We encourage you to take advantage of their expertise and talents and those of the members of the Social Work Alumni Association.

Again, welcome to the School of Social Work Program here at Cleveland State University. Our mission is to prepare and engage you so that you will become competent generalist social work practitioners. Enjoy this exhilarating field of study and prepare to spread the seeds of change that will promote health and human well-being for those you will learn to serve.

Best Wishes from all the members of the Social Work Alumni Association

Marsha Mitchell-Blanks, MSW

Social Work Alumni Association

**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 is 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.

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 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.

The Program Competencies:

PC 1 (EP2.1.1) Practice professional use of self acquired through engaged learning of core knowledge, skills, and values that prepare students to use supervision and consultation to advocate for client services and commit themselves to lifelong learning.

PC 2 (EP2.1.2) Accept the value base of the social work profession and its ethical standards through understanding and incorporating the NASW code of ethics, and apply strategies in context of making ethical decisions.

PC 3 (EP2.1.3) Apply critical thinking in written and oral communication and professional judgments, displaying the ability to integrate information from multiple sources to examine a range of assessment, prevention, intervention, and evaluation models.

PC 4 (EP 2.1.4) Utilize critical consciousness in interacting with and engaging diverse populations and differences while recognizing the significance of oppression, alienation, and societal marginalization.

PC 5 (EP 2.1.5) Advocate for basic human rights and social and economic justice to achieve health and human services that will enhance the quality of life for all persons, through being knowledgeable of global oppression.

PC 6 (EP 2.1.6) Engage in practice that is informed by research to enhance evidence-based interventions, to evaluate their own practice, and to apply research findings to improve policy and social service delivery.

PC 7 (EP 2.1.7) Integrate knowledge of individual and family lifespan development in context with environmental resources to understand the client's human condition to effectively work with client systems in completing assessments, interventions, and evaluations.

PC 8 (EP 2.1.8) Develop an awareness of how the Ohio Revised Code, national and international laws frame social work practice, know how to formulate and analyze policies, and establish linkages with community stakeholders to advocate for effective health and human services.

PC 9 (EP 2.1.9) Respond proactively to the dynamic changes in social, economical, political, and environmental trends that create the context of clients systems and actively advance seamless and transparent service delivery through utilizing best practices.

PC 10 (EP 2.1.10 a) Prepare for initial client contact by integrating knowledge, skills, and values with preliminary understanding of client's human condition demonstrating empathy, respect, and worth and dignity of the client in order to facilitate the client sharing information.



PC 10 (EP 2.1.10 b) Utilize effective communication, observation, and knowledge, skills and values to access client's strengths and limitations that will facilitate collecting, organizing, and interpreting data.

PC 10 (EP 2.1.10 c) Engage clients in the planned change process to implement interventions that will resolve problems and facilitate the clients developing and maintaining adaptive behaviors and provide stability in their environment.

PC 10 (EP 2.1.10 d) Monitor, analyze, and evaluate interventions to ensure the clients attaining both personal and organizational goals which includes follow-up to ensure their connecting with natural support systems.



Faculty/Staff Directory

Fall Semester 2009

NAME	ROOM NO.	PHONE NO.
ALANT, Paul	CB 304	687-4560
ALVIS, Goldie	CB 304	687-4560
ANDERSON, Edith	CB 308	523-7465
BLANKS, Marsha	CB 304	687-4560
BLUE, Reginald	CB 304	687-4560
BOITEL, Craig	CB 316	523-7467
CAGAN, Elizabeth (Beth)	CB 323	687-4671
DOVER, Michael	CB 306	687-3564
EDWARDS, Andrew (Andy)	CB 203	687-4569
ELLIS, John	CB 304	687-4560
FOSTER, Larry	CB 202	687-3938
HELTON, Lonnie	CB 324	687-4588
JACKSON, Maggie	CB 309	687-4599
JOHNSON-BAXTER, Fannie	CB 304	687-4560
MALLET, Christopher (Chris)	CB 324	523-7514
MCARDLE, Linda	CB 304	687-4560
MCKINNEY, Edward (Ed)	CB 327	687-3987
MITCHELL, Monica	CB 304	687-4560
NAGEL, Judith (Judy)	CB 310	687-4571
NAIR, Murali	CB 328	687-4570
NATARAJAN, A.	CB 306	687-4738
SECK, Mamadou	CB 325	523-7513
SEMPLE, Monique	CB 304	687-4560
SHORTER, Tammy	CB 311	687-3520
SIMMONS, Julius	CB 208	523-7472
STODDARD DARE, Patricia (Patty)	CB 320	687-4568
STRATTAN, Mary	CB 304	687-4555
TSAGARIS, George	CB 304	687-4555
WELCH, Chiquita	CB 321	687-4553
WILLIAMS, Michael	CB 210/MC 137B	687-3521



Cleveland State University
SCHOOL of SOCIAL WORK

WILLIS, Deborah	CB 303	687-4560
WORKMAN-CRENSHAW, Lisa	CB 322	687-4556
ZBOROWSKY, Walter	CB 209	687-4566

COURSE OF STUDY Major Sequences with Course Competencies

SOCIAL WELFARE POLICY AND SERVICE SEQUENCE

SWK 200 *Introduction to Social Work*

SWK 201 *Contemporary Social Welfare*

SWK 300 *Social Welfare Policy and Service*

Policy Sequence Competencies (SCs):

1. Identifies as a professional social worker with competence in policy practice skills located within the context of the history of social work and social welfare. (PC 8)
2. Applies social work ethics about promoting social justice by engaging in social and political action responsive to local and national trends. (PC 2)
3. Applies critical thinking about social welfare policies and services to policy practice roles such as policy analysis, formulation and advocacy. (PC 8)
4. Prepares for policy practice by engaging in critical thinking about poverty and economic insecurity as well as oppression, dehumanization and exploitation. (PC 4)
5. Actively utilizes principles of human rights, knowledge about human needs and theories of social justice while preparing for or engaging in policy practice roles that advance social and economic justice. (PC 5)
6. Prepares for research-informed policy analysis, formulation and advocacy by assessing the effectiveness of social welfare policy as affected by changing community and societal contexts. (PC 6)
7. Identifies policy issues arising from practice and community settings using various models of policy analysis to formulate proposed changes in laws, regulations or organizational policies. (PC 9)
8. Advocates for social policies that advance social and economic well-being and/or contribute to more effective social work services. (PC 8)
9. Collaborates with colleagues, clients and other allies to provide leadership for effective policy action to improve the quality of social services and/or social welfare benefits. (PC 9)

SWK 200 Introduction to Social Work Course Competencies:

In the area of *knowledge*, students will learn:

- To distinguish between the various roles of the social work profession within the environment and circumstances in which they are practiced. This will include identification of terms specific to the profession, as well as identification of tools, settings, etc., utilized by social workers.
- To increase their knowledge about how the social work profession and its practice influence and integrate with other helping disciplines, as well as other related disciplines such as politics and economics.



In the area of *skills*, students will be able:

- To recognize the various disciplines within the social welfare and social service continuum.
- To develop an understanding of the purpose and functions of the social work profession, as well as the methods used by the social work profession.

In the area of *values*, students will be prepared:

- To expand their thinking about the practice of social work and its positive potential.
- To debate critical social work topics, which will include ethics, confidentiality, record keeping and documentation, as well as managed care.

SWK 201 Contemporary Social Welfare Course Competencies:

In the area of *knowledge*, students will learn about:

- The historical development and current functioning of the US social welfare system (SC 1, 2, 4);
- The role and significance of private and public sector social welfare (SC 1, 4);
- the relationship between social welfare and other economic and political institutions (SC 1, 2, 4, 8);
- Trends in poverty and inequality (SC 2, 4, 5);
- Major differences between social welfare in the US and other nations (SC 1, 2, 8);
- Strategies for aiding vulnerable populations, including people of color, women, the aged, gays and lesbians, the disabled, and low-wage workers (SC 2, 4, 5).

In the area of *skills*, students will be able to:

- Use appropriate social welfare terminology (SC 1, 5);
- Apply social science methodology to social problems (SC 1);
- Analyze the ideological roots of social welfare debates (SC 1, 2, 4, 8);
- Communicate about social welfare issues with greater precision and clarity (SC 1, 2);
- Evaluate the impact of public policy on vulnerable populations and society as a whole (SC 1, 5, 8).

In the area of *values*, students will be prepared to:

- Apply the values and ethics of the social work profession to social welfare issues (SC 1, 2, 8);
- Demonstrate sensitivity to the problems of disadvantaged and oppressed groups (SC 4, 5);
- Challenge disrespect, intolerance and prejudice encountered in their professional or personal lives (SC 4, 8);
- Commit themselves to participate in efforts to promote social justice. (SC 1, 4, 8).

SWK 300 Social Welfare Policy and Service Course Competencies

In the area of *knowledge*, the student will learn about:

- In the preparation of the policy analysis or policy brief assignment, distinguishes,

appraises, and integrates multiple sources of knowledge, including research-based knowledge related to the degree to which social welfare policy is effective as well as gaps in services and benefits (3, 2.1.3; 6, 2.1.6);

- Actively utilizes principles of human rights, knowledge about human needs and theories of social justice while preparing for or engaging in policy practice roles that advance social and economic justice. [Assessment: 300: Use of concepts in quizzes or reaction paragraphs to assigned texts; Use of concepts as relevant in advocacy letters and policy analysis/brief assignment.] (5, 2.1.5);
- Demonstrates knowledge of the role of practice in policy development, including having the ability to identify policy relevant issues arising from social agencies and the community. [Assessment: 300: Carries out classroom exercises and other assignments which require the learning of skills in identifying relevant policy issues. (8, 2.1.8)];
- Demonstrates via the policy analysis or the scope of the problem section of a policy brief assignment how the nature of current policy affects service delivery and the conditions faced by clients and communities. [Assessment: 300: policy analysis paper or policy brief. (8, 2.1.8)];
- Discusses in the policy analysis assignment the pros and cons of current policies, and the role of unintended consequences of existing policy. [Assessment: 300: policy analysis paper or policy brief (8, 2.1.8)];
- Demonstrates the ability to continuously discover, appraise, and attend to changing local and societal trends as relevant to services and benefits and in doing so identify services and benefits issues of importance to clients and communities. [Assessment: 300: Develops skills, reinforced by assignments, in library and information resource use that can be applied to policy practice. (8, 2.1.8)];
- Formulates proposed changes in laws, regulations or organizational policies. [Assessment: Policy analysis paper or policy brief content on proposed policy changes. (8, 2.1.8)].

In the area *skills*, students will:

- Be identified as a professional social worker with competence in policy practice skills. [Assessment: 300: advocacy letter demonstrating identification as social work student concerned with specific policy issue; final integrative paper or other integrative assignment discussing the development of the professional self with respect to policy practice. (1, 2.1.1)];
- Locate policy practice skills within the context of the history of social work and social welfare. [Assessment: 300: continued readings/lectures about history of social work and social welfare; Addresses past policy within the context of policy analysis, formulation and advocacy (1, 2.1.1)];
- Apply critical thinking about social welfare policies and services to policy practice roles such as policy analysis, formulation and advocacy. [Assessment: 300: ability to discuss the pros and cons of past, current and proposed policies included in the policy brief or policy analysis assignments; in-class exercises. (3, 2.1.3)];
- Demonstrate effective written communication in advocating for improvements in social welfare policy via an effective advocacy letter. [Assessment: 300: Advocacy Letter. (3, 2.1.3; 6, 2.1.6)];
- Collaborate with colleagues, clients and other allies to provide leadership for effective



policy action to improve the quality of social services and/or social welfare benefits. [Assessment: Learn the issues being addressed by existing advocacy organizations and social agencies; prepare policy briefs/analyses and/or advocacy letters relevant to identified issues. (8, 2.1.8; 9, 2.1.9)];

- Prepare for research-informed policy analysis, formulation and advocacy by accessing and using information about evolving community and societal contexts and about the effectiveness of social welfare policy. [Assessment: 300: Additional orientation to advanced library research sources for policy analysis, formulation and advocacy (6, 2.1.6; 9, 2.1.9)].

In the area of *values*, the student will be prepared to:

- Apply social work ethics about promoting social justice by engaging in social and political action responsive to local and national trends. [Assessment: 300: advocacy letter and policy analysis assignment; integrative paper discussion of plans for social and political action as a social worker. (2, 2.1.2.)];
- Engage in critical thinking about poverty and economic insecurity as well as oppression, dehumanization and exploitation. [Assessment: 300: Reflected in content related to poverty and oppression within the advocacy letter and/or the policy analysis/brief assignment. (4, 2.1.4)];
- Advocate for social policies that advance social and economic well-being and/or contribute to more effective social work services. [Assessment: advocacy letter and value of policy analysis paper or policy brief for advocacy purposes(8, 2.1.8)].

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT (HBSE)

SWK 302 *Human Behavior and the Social Environment-Micro*

SWK 303 *Human Behavior and the Social Environment-Macro*

HBSE Sequence Competencies (SCs):

The two-course sequence is intended to help the student achieve the following objectives:

1. To integrate knowledge related to social and behavioral science concepts into a broader social framework for understanding the social impact and consequences of human behavior.
2. To facilitate the students' understanding of individual human behavior and the impact of communities, organizations, small groups, and families upon the manifestations of human behavior from the perspective of generalist social work practice.
3. To develop and increase the awareness of and sensitivity toward at-risk populations and other populations with unique and diverse human characteristics, such as race, ethnicity, culture, national origin, class, gender, sexual orientation, religion, physical and mental abilities, and age.

4. To develop an expanded understanding of major theoretical foundations that are critical to the bio-psycho-social-spiritual evaluation of human behavior, both across the lifespan, and within the large and multiple contexts.
5. To develop and demonstrate critical thinking and verbal as well as written professional communication skills that are consistent with the language required in professional settings.
6. To apply social work values, ethics, and perspective in the assessment of individuals, families, groups, organizations, and communities.
7. To facilitate the development of knowledge of human rights, human dignity, oppression, and social and economic justice as it relates to individuals, families, groups, and communities.

SWK 302 HBSE-Micro Course Competencies

In the area of *knowledge*, students will learn:

- To list and summarize six major theories of human behavior generally used in social work practice;
- To explain the various stages of development (including characteristics of each stage) as described by paradigms of at least three different theorists;
- To demonstrate a *minimal level* of understanding of the basic concepts by passing the mid-term and the final examination;
- To demonstrate an understanding of motivation, self concept and identity, as well as how such variables are related to selected social problems and patterns of human functioning.

In the area of *skills*, the student will be able:

- To demonstrate a *minimal level* of understanding of the basic concepts by passing the mid-term and the final examination;
- To relate basic/classic human behavior theories as well as an eclectic theoretical approach to generalist social work practice;
- To demonstrate practical application of the basic concepts by analyzing a case study and responding appropriately.

In the area of *values*, students will be prepared:

- To demonstrate an appreciation of human diversity and individual difference by discussing the concepts and issues in the context of race, culture, gender, and sexual orientation as well as various levels of physical and mental abilities;
- To examine the role of values, as well as value conflict within the human organism at various stages in the life cycle.



SWK 303 HBSE-Macro Course Competencies

In the area of *knowledge*, students will learn:

- Develop an understanding of the social processes involved in constructing and reconstructing human relationships within families, small groups, associations, organizations, and the networks of physical and social entities that comprise neighborhoods and communities; utilizing a systems theoretical perspective.
- Develop an understanding of the social aspects of knowing and the influences of cultural, historical, political, and economic conditions upon social problem definition, policy formulation, program design, resource allocation, social intervention modeling, and both theoretical and programmatic evaluation.

In the area of *skills*, the student will be able:

- Demonstrate the ability to think critically about human behavior; to analyze the impact of the social conditions that shape such behavior; and to articulate and organize such thoughts and analyses into well-organized written and oral presentations.
- Demonstrate the ability to utilize library community resources to gather information that is critical to understanding human behavior.

In the area of *values*, students will be prepared:

- Develop and increase awareness of and sensitivity towards at risk populations and other populations with unique and diverse human characteristics, such as race, ethnicity, social class, gender, sexual orientation, religion, physical and mental ability, age, national origin, and culture.

PERSPECTIVES ON SOCIAL WORK RESEARCH SEQUENCE

SWK 304 *Social Work Research I*

SWK 305 *Social Work Research II*

Research Sequence Competencies:

1. Understand the role of research in professional social work practice. (PC1)
2. Apply NASW Code of Ethics to guide professional practice. (PC2)
3. Apply critical thinking to inform and communicate professional judgments. (PC3)
 - a. Students will distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
 - b. Students will analyze models of assessment, prevention, intervention, and evaluation.
4. Engage diversity in practice knowledge. (PC4)
 - a. Students will recognize in research the extent to which a culture's structures and values may marginalize, alienate, create, or enhance privilege and power.
 - b. Students view themselves as ongoing learners.
5. Increase knowledge of human rights and social justice through available published

- research and be aware of how social work research methodology can support social justice. (PC5)
6. Engage in research-informed practice and practice-informed research. (PC6)
 - a. Students will use social work practice experience to inform scientific inquiry.
 - b. Students will use research evidence to inform social work practice.
 7. Apply knowledge of human behavior and the social environment. (PC7)
 - a. Students will utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
 - b. Students will engage in ongoing knowledge building to understand person and environment.
 8. Understand the connections among policy, practice, and research to advance effective social work services. (PC8)
 9. Understand the importance of promoting sustainable changes in service delivery and practice to improve the quality and effectiveness of social services. (PC9)
 10. Engage, assess, intervene, and evaluate appropriate and effective intervention strategies with individuals, families, groups, organizations, and communities. (PC10)

SWK 304 Social Work Research I Course Competencies

The competencies of this sequence are to facilitate students' acquisition of the following knowledge (k), skills (s) and their sensitivity and awareness of personal attitudes, values, and social work ethics (v):

In the area of *knowledge*, students will learn:

- The purpose and apply the methodology of behavioral and social science research (SC 6; 7; 8; 9; 10);
- Conduct systematic inquiry of social work practice (SC 3; 4; 5; 6; 7; 8; 9; 10);
- Research design and apply qualitative and quantitative research methods (SC3; 4; 5; 8; 10);
- To identify potential biases and abuses, and enhance knowledge of diversity in all phases of social work research (SC 1; 2; 3; 4; 6; 9; 10);
- To acquire the ability to determine what is effective social work practice and policy (SC 3; 6; 8; 10).
- To recognize and apply the importance of becoming a career-long learner (SC 1).

In the area of *skills*, the student will be able:

- Apply critical analyses of current social work research (SC 2; 3; 5; 6; 7; 8; 9; 10);
- Develop research hypotheses based on social and behavioral science theories and literature (SC 3; 6; 8; 10);
- Conduct background literature reviews utilizing electronic databases (SC 5; 6; 8; 10).

In the area of *values*, students will be prepared:

- To include diverse populations in their social work research applications (SC 2; 4; 5; 6);
- To follow the NASW Code of Ethics in their social work research (SC 2; 4; 6).



SWK 305 Social Work Research II Course Competencies:

In the area of *knowledge*, students will learn:

- The purpose and methodology of behavioral and social science research (SC 3; 4; 7; 10);
- To conduct systematic inquiry of social work practice (SC 2; 3; 5; 6; 7; 8; 9;10);
- To gain and apply knowledge of descriptive and inferential statistical analysis (SC 3; 6; 10);
- To expand knowledge regarding potential biases and abuses, and diversity in all phases of social work research (SC 1; 2; 4; 5; 7; 9);
- To determine what is effective social work practice (SC 3; 6; 8; 9; 10);
- To students will foster and expand their knowledge of qualitative and quantitative research methodologies employed in social work research and practice (SC 3; 6; 7; 8; 9; 10).

In the area of *skills*, the student will be able:

- To critically analyze social work research (SC 3; 4; 6; 7; 8; 9);
- To learn to discuss research findings in light of social work policy and practice (SC 4; 6; 7; 8; 9; 10);
- Develop skills in the performance of descriptive and inferential statistical analysis (SC 3; 6; 10);
- Develop skills in formulating, testing, and evaluating hypothesis and composing a research report (SC 2; 3; 4; 6);
- Develop skills in statistical analysis software (SPSS) (SC3; 6; 9).

In the area of *values*, students will be prepared:

- Students will include diverse populations in social work research (SC 1; 2; 4; 5; 7; 9);
- To follow the NASW Code of Ethics in social work research (SC 1; 2; 4; 7; 9).

THE PRACTICE/FIELD SEQUENCE

SWK 350 *Basic Generalist Practice*

SWK 385 *Interventions I*

SWK 390 *Field Practicum I*

SWK 395 *Field Seminar I*

SWK 485 *Interventions II*

SWK 490 *Field Practicum II*

SWK 495 *Field Seminar II*

Practice/Field Sequence Competencies

The Practice/Field Sequence includes both classroom and agency experiences. These competencies are designed to enable the student to:

1. *Utilize an applied understanding* of beginning generalist social work practice that integrates practice at the individual, family, group, organization, and community levels;
2. *Demonstrate the ability* to assess personal, agency, and community resources toward the achievement of goal oriented change;
3. *Demonstrate the ability* to evaluate the effectiveness of professional helping and problem-solving activities within and among systems;
4. *Increase their capacity* to draw upon a liberal arts perspective and the professional foundation for conducting assessments, interventions, termination, and evaluation;
5. *Develop an awareness* of the interaction among personal, professional, and societal values and ethics and understand how these interact to shape the quality and effectiveness of the planned change process;
6. *Demonstrate sensitivity and commitment* to vulnerable populations whose well-being and quality-of-life are at risk because of social and economic injustice.

SWK 350 Basic Generalist Practice Course Competencies

In the area of *knowledge*, students will learn:

- Demonstrate beginning knowledge, skills, and effective development in generalist social work practice, including systemic thinking, and a beginning understanding of the complexities of the person-in-environment equation;
- Become familiar with an array of service providers, the role of social work as a change agent, as well as determine his or her fit within the social work profession.

In the area of *skills*, the student will be able:

- Determine trends of practice through gaining understanding of how to ‘read’ political climates, social indexes, and economic trends;
- Demonstrate beginning understanding and ability to use the concepts of empowerment, collaboration, social justice, values and ethics, which under gird strengths based practice.

In the area of *values*, students will be prepared:

- Demonstrate understanding of various cultural groups and develop a greater appreciation of her or his culture in the process of developing cultural sensitivity, and becoming culturally competent;
- Demonstrate beginning understanding and ability to use the concepts of empowerment, collaboration, social justice, values and ethics, which under gird strengths based practice.

SWK 385 Interventions I Course Competencies:



In the area of *knowledge*, students will learn:

- To help the student integrate human behavior theories with the practice of social work.

In the area of *skills*, the student will be able:

- To develop assessment skills related to identifying strengths as well as issues that create vulnerability in the client/client system's life.
- To develop interpersonal skills that will enhance his/her ability to practice social work.
- To develop skills related to rendering services in the context of individual, group, family, and community settings.
- To develop skills related to selecting appropriate intervention strategies for particular issues and situations.

In the area of *values*, students will be prepared:

- To develop an awareness of racial, cultural, gender, and sexual orientation issues that may impact the quality of social work practice.
- To identify his/her personal values and learn how to practice social work without value imposition.

SWK 390 and 490 Field Practicum I and II Course Competencies:

The field practicum is designed to provide experiential learning that will help the students in the following areas:

In the area of *knowledge*, students will learn:

- Develop competency in generalist social work practice with systems of all sizes by enhancing their knowledge base through application of the theoretical conceptions, developing necessary practice skills, and heighten their affective development;
- Develop knowledge, skills and values in interaction and translation with community agencies, institutions, legislative entities and "Grass Roots" organizations.

In the area of *skills*, the student will be able:

- Demonstrate knowledge skills in working with client systems to complete assessments, develop intervention strategies;
- Demonstrate the ability and capacity to effectively interact with agency personnel to appropriately carry out the agency's policies, procedures, and guidelines for client intervention, community involvement.

In the area of *values*, students will be prepared:

- Embrace and analyze social work values and ethics in light of their own, in order to minimize ethical dilemmas in their interaction with clients, colleagues as well

as their working within the framework of agency policies and procedures in the provision of client service.

SWK 395 Field Seminar I Course Competencies:

The course competencies are developed to carry out the Practice/Field Sequence objectives and will enable each student to:

In the area of *knowledge*, students will learn:

- Develop a thorough and working knowledge of the practicum environment and the student's place in it;
- Demonstrate and apply the knowledge of and appreciation for human diversity as a source of strength and resources for creative problem solving with client systems in field practicum;
- Articulate an appreciation of human diversity and understanding of the appropriateness of various intervention strategies with special populations.

In the area of *skills*, the student will be able:

- Demonstrate the use of critical and reflective thinking, and problem solving skills in field and seminar settings;
- Develop ability to identify and evaluate one's own practice interventions and style effectively utilizing supervision in the process.
- Identify factors that contribute to, and are consequences of, vulnerability, discrimination and oppression.

In the area of *values*, students will be prepared:

- Apply social work values and ethics to beginning level practice situations in the field and seminar settings;
- Explore the "fit" between personal and professional goals in context with the NASW Code of Ethics.

SWK 485 Interventions II Course Competencies

This course will provide greater understanding of the use of problem solving processes, evaluation of outcomes, and advancement of the professional self through thoughtful analysis. Specifically, students will:

In the area of *knowledge*, students will learn:

- Understand generalist practice across system size
- Demonstrate understanding of how organizational mission, goals, and objectives are translated into program planning and implementation.
- Understand current methods of social work supervision and administration and relevance of these to professional functioning.
- Understand effective use of information processing technologies and proposal writing skills.



In the area of *skills*, the student will be able:

- Identify the appropriate use of social work roles with macro systems to include advocate, manager, broker, educator, and evaluator.
- Identify the distinctions and interdependence of social planning, social action, social research, community development, and social work administration.
- Identify appropriate practice-relevant technology within the context of organizational resources and facilities.
- Develop an evaluation model for assessing evidence-based best practice within an organization or community.

In the area of *values*, students will be prepared:

- Demonstrate the knowledge, values, and skill base of change processes that can be initiated and implemented within the constraints of a neighborhood, community, or organization.
- Develop intervention skills and strategies to combat inequities such as racism, sexism, ageism, economic disparities, homophobia, and their negative effects on clients.
- Become sensitive to interpersonal dynamics in the context of agency and community based generalist practice.

SWK 495 Field Seminar II Course Competencies (CC)

In the area of *knowledge*, this course will prepare students to:

- Comprehend the relationship between private troubles and public issues (SC 5, 6);
- Understand the impact of large systems (organizations, neighborhoods, communities) and global influences on human development from infancy through later adulthood (SC 1, 3).

In the area of *skills*, this course will prepare students to:

- Apply professional use of self (SC 3, 5, 6);
- Critically reflect on field practicum activities as these relate to generalist practice (SC 1-6);
- Critically reflect on human service delivery problems engendered by bureaucratic and organizational policies/procedures and how these conflict with professionalism (SC 2, 3).

In the area of *values*, this course will prepare students to:

- Demonstrate ethical and cultural competence in practice across the life span (SC 5, 6);



- Acknowledge institutional racism, sexism, ageism, and other forms of discrimination and oppression that negatively impact access to and the delivery of human services across the life span (SC 2, 5, 6).





PROGRAM OF STUDY FOR SOCIAL WORK MAJORS

FALL SEMESTER		SPRING SEMESTER	
<i>FRESHMAN YEAR</i>			
ENG 101 (GenEd)	3	ENG 102 (GenEd)	3
MTH 118 (GenEd)	3	MTH 119 (GenEd)	3
Arts & Hum (GenEd)	3	Soc Sci (GenEd)	3
For Lang (GenEd)	4	For Lang (GenEd)	4
ASC	1	Nat Sci (GenEd)	3
<i>TOTAL</i>	<i>14</i>	<i>TOTAL</i>	<i>16</i>
<i>SOPHOMORE YEAR</i>			
SWK 200 Intro to SW	3	Arts & Hum (GenEd)	3
Soc Sci (GenEd & SW)	4	Soc Sci (GenEd & SW)	3
Non Western (GenEd)	3	Western (GenEd)	4
AA/Diversity (GenEd)	3	SWK 150 AA/Diversity	3
SOC 101 Intro to Soc	3	PSY 101 Intro to Psy	4
<i>TOTAL</i>	<i>16</i>	<i>TOTAL</i>	<i>17</i>
<i>JUNIOR YEAR</i>			
BIO 102 or 106 (GenEd)	4	SWK 300	3
Arts & Hum (GenEd)	4	SWK 303	3
SWK 201	3	SWK 304	3
SWK 302	3	SWK 350	3
PSC 111 Amer Gov	4	Soc Sci (SW)	3
		Soc Sci (GenEd, SW)	3
<i>TOTAL</i>	<i>18</i>	<i>TOTAL</i>	<i>18</i>
<i>SENIOR YEAR</i>			
SWK 305	3	SWK 485	4
SWK 385	4	SWK 490	6
SWK 390	6	SWK 495	2
SWK 395	2	Elective	4
<i>TOTAL</i>	<i>15</i>	<i>TOTAL</i>	<i>16</i>



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

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



Additional Components			
Writing Across the Curriculum (including Speaking Across the Curriculum)	3 courses	At least 1 credit for each course	One course must be in the major program. Students may substitute one approved "Speaking Across the Curriculum" (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.
Capstone Experience	1 course or equivalent	1	Within major program.

For all questions please contact Frank Feola, Special Assistant to the Vice Provost at 216.687.9217 or f.feola@csuohio.edu

**CRITERIA FOR THE
SOCIAL WORK MAJOR**

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

(Approved and Effective October 10, 2008)

PURPOSE(S)

The purpose of the Social Work Major at Cleveland State University is to prepare a student for a professional career in Social Work. Thus, it is the responsibility of the Admissions and Continuance Committee to ensure that the quality and integrity of academic and non-academic performance are met, and that professional standards are attained. Therefore, this document is intended to share with all appropriate audiences the following:

criteria for application to the major; policies and procedures for transfer of credits; matriculation process; grade appeal procedures; academic and non-academic performance standards; probation policy and procedures; reasons and procedures for discontinuance from the major or field practicum; and procedures for readmission to the social work major.

I. CRITERIA FOR APPLICATION TO THE SOCIAL WORK MAJOR

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

PROCEDURE FOR APPLICATION TO THE SOCIAL WORK MAJOR ARE:

1. The School of Social Work BSW Program conducts an orientation session each month during the academic year to acquaint potential majors with the profession of social work and the social work major 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 salaries, 2) inform students of matriculation requirements, 3) clarify the required course of study, 4) and, share with students the standards for academic and non-academic performance;
2. The BSW Program coordinator will process each application and provide basic information regarding each student for the Admissions and Continuance Committee to review for acceptance into the major;
3. The BSW Program coordinator consults with the Admissions and Continuance Committee to make the decision regarding the acceptance or denial of each student into the major;
4. The Director of the School of Social Work sends a notice of acceptance or denial to the student;
5. The Director of the School of Social Work sends a Declaration/Change of Major form to the Registrar's Office when a student has been accepted as a social work major;



6. The School of Social Work will assign each student a social work faculty advisor upon the student's acceptance to the social work major. The faculty advisor will assist the students with their progress through the social work major, aid them in meeting the graduation requirements and facilitate their career preparation;
7. The student has the right to appeal the committee's decision denying the matriculation status into the BSW Program to the appropriate university committee

II. TRANSFER POLICY

Cleveland State University has well defined Articulation and Dual Admissions Agreements with Lakeland County, Lorain County, Cuyahoga County and Owens Community Colleges. Students having acquired an Associate of Arts degree from regionally accredited community colleges or junior colleges may qualify for blanket transfer credit of up to 64 semester hours in the social and behavioral sciences courses. Those applicants who have not acquired an Associate Degree may transfer courses in which they have earned a "C" or better.

The procedures for transferring courses for credit in the social work major are:

1. Transfer credits are accepted for courses taken at CSWE accredited Social Work Program;
2. A request to substitute a transferred course for a course in the Policy Sequence, Research Sequence, Human Behavior and the Social Environment Sequence, and/or the Practice/Field Sequence requires the student to provide a course description of the transfer course to the Academic Standards Committee for review via the BSW program coordinator. If the course content does not cover similar content to the course which the student is seeking substitution, the course will be used as an elective;
3. The Academic Standards Committee will review all materials related to the student's request, and make recommendations to the BSW Program Coordinator for approval regarding the substitution;
4. The School of Social Work does not grant academic credit for life or work experiences.

III. MATRICULATION TO BSW PROGRAM

1. Students must have at least a 2.20 cumulative grade point average. Students must not be on academic warning or academic probation at the time of matriculation.
2. A completed application to the major must be submitted. Applications to the social work major are not complete until the student is formally admitted to Cleveland State University.
3. The following requirements or their transferred equivalents need to be completed for matriculation into the BSW Program:

Human Biology (BIO 102 or BIO 106)

Political Science (PSC 111)

Introduction to Psychology (PSY 101)

Introduction to Sociology (SOC 101)

Introduction to Social Work (SWK 200).

Incomplete grades are not accepted.

4. Faculty Advisors must be involved in registering students in SWK 300 or above-level courses.

IV. GRADE APPEAL PROCEDURES

The Procedures for students to request a change in an assigned grade are:

1. A student shall discuss with the class instructor a request to change an assigned grade no later than the beginning of the following semester in which the grade was received. Both should make efforts to share viewpoints and to mediate differences of opinion;
2. The student may pursue a grade appeal through the School of Social Work Grade Appeals Officer;
3. The Grade Appeals Officer will confer with the student and faculty member, review pertinent documents and course materials, and will attempt to mediate the dispute;
4. If agreement cannot be reached; the Grade Appeals Officer will refer the matter to the Grade Appeals Committee;
5. The Grade Appeals Committee shall confer with the student and the faculty member, review all pertinent documents, and meet with the student and with the faculty member prior to making a decision regarding the appeal. The Committee shall notify the student and the faculty member in writing of its decision, including all stipulations and direction to which the student, as well as the faculty member must adhere;
6. The student may appeal the Grade Appeals Committee's decision to the appropriate committee in the College of Liberal Arts and Social Sciences;
7. If agreement on a grade change is reached, the faculty member forwards a Change of Grade Request once the process is completed and a grade readjustment is warranted.

V. ACADEMIC AND NON-ACADEMIC 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 courses.
2. The Interventions Sequence (SWK 350, 385, 390, 395 and SWK 485, 490, 495) is designed to synthesize elements of theory, methods, practice and self-reflection. As such, it is important for students to understand that certain elements are pre-requisites and other elements are to be concurrent. The following standards qualify how this sequence should proceed to maximize a student's learning and professional development. A key philosophical assumption is that all fieldwork must be accompanied by the reflective component offered by the seminar. In regards to the Interventions Sequences, the following standards apply:
 - a. Students must obtain a grade of "B" or better in all Interventions Sequence Courses



- b. Students must first successfully complete all courses in Interventions Sequence I (SWK 350, 385, 390, 395) prior to the beginning of any course in Interventions Sequence II (SWK 485, 490, 495);
 - c. If a student fails either Field I (SWK 390) or Seminar I (SWK 395), he or she must retake both classes concurrently;
 - d. If a student fails either Field II (SWK 490) or Seminar II (SWK 495), he or she must retake both courses concurrently;
 - e. If a student successfully completes SWK 350, 385 or 485, but does not receive a “B” or better in either the accompanying field practicum course (SWK 390 or 490) or field seminar course (SWK 395 or 495) then he or she will be required to retake and successfully complete the field work and seminar sequences concurrently. In such instances, they will not be required to retake SWK 350, 385 or 485.
 - f. Students who fail SWK 350, 385 or 485 will not be required to retake corresponding field work and seminar.
3. Students must demonstrate an ability to function skillfully, effectively, and professionally during their social work field practicum.
 4. Students are expected to participate in all class activities as specified in the course syllabi.
 5. Students shall confer with their faculty advisor each semester prior to registering for classes and are expected to confer with their advisor on an ongoing basis.
 6. Students are expected to maintain effective professional conduct in class and in the field practicum in line with the NASW Code of Ethics.
 7. Students are encouraged to participate in the student organizations, i.e. Social Work in Action and PHI ALPHA National Social Work Honor Society.

VI. PROBATION POLICY AND PROCEDURES

1. Students may be placed on probationary status for violation of both academic and non-academic performance standards. The Program may grant admission to a student with less than the required GPA who the faculty believes has good potential to become an effective social worker. Such a student will be admitted to the Program on academic probation status.
2. Students with declared majors in the social work program whose overall GPA falls below a 2.2 will be placed on academic probation status and will be referred to the Admissions and Continuance Committee by the BSW Program Coordinator.
3. The Admissions and Continuance Committee reviews the progress of students in probationary status and makes decision in line with academic performance standards.
4. Students may be placed on probationary status for non-academic performance such as:
 - a. A breach of the NASW Code of Ethics;
 - b. A breach of a field agency’s policies and procedures;

- c. Chemical dependency or use of illegal drugs during one's course of study
- d. A hostile or resistant attitude towards learning or supervision;
- e. Inappropriate or disruptive behavior towards colleagues, faculty, and staff at school or at the field placement;

VII. DISCONTINUANCE FROM THE SOCIAL WORK MAJOR

Activities that may result in discontinuance are:

1. Repeated failure to carry out or complete assignments within expected time limits in class or in the field;
2. Repeated unexplained tardiness or absence from class or field and/or repeated early departures;
3. Repeated refusal or inability to become involved in class activities such as discussion or exercises;
4. Repeated emotional outbursts that are troublesome to others or disruptive to the class or field practice;
5. Evidence of inability to establish helping relationships in field assignments;
6. Evidence of inability to respect and/or appreciate persons who are different from themselves and /or lifestyles differing from their own;
7. Evidence of plagiarism or any other dishonesty, including assisting others to cheat;
8. Evidence of any abuse of agency records (e.g., computerized information or conventionally documented field information) or other confidential information acquired at an agency;
9. Violations of the "Code of Conduct" in the University Student Handbook.

VIII. PROCEDURES FOR DISCONTINUANCE FROM THE MAJOR ARE:

1. When there is evidence that a student may not be suitable for continuing the social work major, the faculty member shall discuss the problem with the student;
2. The faculty member shall inform the student that he/she will be informing the student's faculty advisor of the problem;
3. A written description of the problem is placed in the student's file and given to the Admissions and Continuance Committee. A copy of the written description is sent to the student and to the student's advisor;
4. The Admissions and Continuance Committee shall review all data and confer with the student, the faculty member and the faculty advisor. A decision to dismiss or maintain in the major may be condition upon performance(s); which should be specified;
5. The student shall be notified in writing of the committee's decision;
6. The student has the right to appeal the Committee's decision to the appropriate University Committee



IX. PROCEDURES FOR DISCONTINUANC FROM THE FIELD PRACTICUM

1. A student's field instructor and faculty liaison in consultation with the field coordinator may make the decision to terminate a student in the field based upon evidence of inadequate performance including violations of the NASW Code of Ethics.
2. This decision shall be conveyed to he student tin writing and to the student's faculty advisor by the field coordinator.
3. If the faculty advisor, field coordinator, and the faculty liaison conclude that the student is unable to function effectively in any field placement and should therefore be discontinued from the major, the field coordinator shall recommend this discontinuance to the Admissions and Continuance Committee.
4. The Admissions and Continuance Committee shall review all data and confer with the student, the faculty member and the faculty advisor. A decision to discontinue the student in the field practicum conditions upon performance(s), which should be specified.
5. The student shall be notified in writing of the committee's decision.
6. The student has the right to appeal the Committee's decision to the appropriate University Committee.

X. PROCEDURE FOR READMISSION TO THE SOCIAL WORK MAJOR

1. If a student is discontinued for the Social Work major solely because of the failure to meet academic standards, he/she may apply for readmission in the following term.
2. If the student is discontinued from the major because of failure to meet performance standards, he/she may reapply after one year – if satisfactory evidence of improved ability to relate and function effectively and ethically in a professional setting is produces
3. If the student is discontinued twice because of failure to meet either academic or performance standards, he/she may not apply for three calendar years and will be so informed in writing, a the time of discontinuance from the major.

This document is presented and discussed in the orientation sessions that all students must attend; it is available to all pre-majors, and it is used to guide advising. The contents of this



document detailing guidelines, policies and procedures are adhered to in all interactions with students.

**ACADEMIC
ADVISING**

ACADEMIC ADVISING IN SOCIAL WORK

Students are assigned to an advisor following the student's mandatory attendance at the orientation to the major session. 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. Students must meet with their advisor sometime during each semester registration period because students will not be permitted to register for their classes without advisor permission and signature.

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 advising process depicted in the flow chart on the following page shows the information flow of the advising.

Bachelor of Social Work (BSW) Program ADVISING FLOW CHART

- Any exceptions to the following rules granted by a faculty member must be noted in a memo placed in the student's file.
- Academic students' performance standards = 2.2 GPA overall, 2.5 GPA in SWK classes.

Pre-Social Work	Declared Social work major	Matriculated student	300 level classes	SWK 350	SWK 385	SWK 485	Graduation
<p>*This is an administrative step</p> <p>*Pre SWK students are advised by the BSW Coordinator</p> <p>*Students must attend mandatory orientation prior to declaring their major</p>	<ol style="list-style-type: none"> 1) Letter of reference 2) Application to SWK program 3) SWK checklist from CLASS office 4) No required GPA 5) ASAC evaluates the application and sends letter of admission to students 	<ol style="list-style-type: none"> 1) Students will bring current CLASS checklist to SWK advising sessions 2) 2.2GPA overall 3) Must have taken _BIO 102 or 106 _PSC 111 _PSY 101 _SOC101, _SWK 200 	<p>Student must have taken 201 prior to SWK 300</p>	<p>Student must be currently enrolled in or have previously taken all SWK classes up to SWK 350 (except SWK 305)</p> <p>_SWK 200 _SWK 201 _SWK 300 _SWK 302 _SWK 303 _SWK 304</p> <p>Advisor must sign student into this class</p>	<ol style="list-style-type: none"> 1) Student must have all Gen Ed and SWK courses completed PRIOR to taking SWK 385 (Exception: SWK 305 may be taken concurrently with SWK 385) 2) Student must bring a CLASS check-list indicating completion of all Gen. Ed. courses in order to obtain an advisor's signature 3) Student must have completed and earned a grade of B (3.0) or better in SWK 350 in order to enroll in SWK 385 4) Overall GPA ≥ 2.2 SWK GPA > 2.5 	<p>Student must have earned a grade of B (3.0) or better in 385, 390, 395</p>	<p>CLASS requires students to bring a signed SWK checklist</p> <p>Students meet with advisor to obtain this checklist</p> <p>SWK advisor will assure student completed:</p> <p>_SWK 200 _SWK 201 _SWK 300 _SWK 302 _SWK 303 _SWK 304 _SWK 305</p> <p>*B or better in the following courses: _SWK 350 _SWK 385 _SWK 390 _SWK 395 _SWK 485 _SWK 490 _SWK 495</p> <p>Overall GPA = 2.2 SWK GPA = 2.5</p>

**STUDENT
ACTIVITIES**



SOCIAL WORK IN ACTION

About Us: 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.

Purpose: 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.

Qualification for Membership: Membership is open to any CSU social work student. Membership does require a \$2.50 fee per semester

Awards Received:

- 2008 Student Organization Service Award

Contact Information:

Social Work in Action Office Campus Location:
Chester Building, Room 206
2300 Chester Avenue
Cleveland, Ohio 44115
Phone: 216-875-9877

Faculty Advisor: Dr. Murali D. Nair
Phone: 216-687-4570
E-mail: m.nair@csuohio.edu

About the Green Room: The Green Room is a secure social utility for CSU students to engage with others on campus through student organizations, groups and as individuals.

Joining a student group provides you with a better chance of finding employment after you graduate, networking opportunities with your peers, faculty and staff, opportunities to develop leadership and organizational skills, and enhancing your overall CSU experience.

Use The Green Room to connect with classmates, keep up with friends, list items for sale on Magnus' List and share photos and videos.

Link: https://greenroom.csuohio.edu/index.php?page=group_page&id=126

SOCIAL WORK IN ACTION CONSTITUTION

Article I: Purpose

Section 1: The purpose of Social Work in Action will be to provide Cleveland State University students the opportunity to meet and socialize with other students interested volunteering at local service agencies in the Cleveland area and to be a continuing source of information and services for students in the School of Social Work.

Section 2: SWK in Action will coordinate and promote programs, drives, and fundraising events, which are of support to the goals of the organization.

Article II: Membership

Section 1: Membership in SWK in Action at Cleveland State University will be open to any and all students at the University. Active membership will be determined by being consistent with meetings and events, and by being in good standing with the membership dues. Once a student graduates or ceases at the University, his/her membership in SWK in Action will cease.

Section 2: Any member may be removed from membership for violation of the purposes of the organization by a majority vote of the active members of the organization. All members must be notified of this pending action at least one week prior to the removal of decision. Written charges by an active member are to be presented to the SWK in Action Advisor, who will notify the member in question with sufficient opportunity given for the member to answer charges at a meeting with the active members present. Voting will be done by secret ballot and the member in question will be notified immediately of the outcome of the vote.

Section 3: It shall be stated as part of the policy of SWK in Action that there will be no form of discrimination in the organization, whether it be due to one's race, religion, gender, sexual orientation, national origin, ancestry, age, disability or social status.

Section 4: Active membership in SWK in Action grants voting privileges on any and all items of the organizations business, including resolutions, items of legislation and elections.

Article III: Officers

Section 1: The officers will consist of a President, Vice-President, Treasurer, Secretary, and Green Room Moderator. The officers will be responsible for administrative duties of SWK in



Action.

Section 2: The President will have the power to establish and maintain operation procedures of SWK In Action, call meetings, answer for all actions of the other officers and to speak on behalf of the organization and its members. The President will be able to vote in all decisions affecting SWK in Action.

Section 3: The Vice-President will assist the President with all administrative duties and assume those duties in the absence of the President.

Section 4: The Treasurer will receive and distribute SWK in Action funds upon the authorization of the active members of the organization, in accordance with the financial rules of the University and the laws of the State of Ohio, and make financial reports at the meetings of the organization upon request from the President or Vice-President and coordinate fundraising activities.

Section 5: The Secretary will be responsible for recording the minutes for every meeting that takes place and distributing copies accordingly; a paper copy and a soft copy.

Section 6: The Green Room Moderator will assist in updating the website site as well as monitoring all discussions in the University Green Room

Article IV: Elections

Section 1: The President, Vice-President, Treasurer and Secretary will be elected by the active members of SWK in Action to serve a term of one year. However, the officers can serve up to 3 consecutive terms upon re-election. Annual elections will be held within the first three weeks of the spring semester. Officers will be elected by means of an open vote from the floor unless a secret ballot is requested. The term of office for all officers will begin at the beginning of the spring semester and end on the day of the following election.

Section 2: Nominations of candidates for SWK in Action officer positions will be from the floor of the meeting by any active SWK in Action members present. Nominees for officer positions must be active SWK in Action members as of the meeting prior to the nominations.

Section 3: Officers will be elected by majority vote of those active SWK in Action members present.

Section 4: The order of succession will be 1) President, 2) Vice-President, 3) Treasurer, 4) Secretary, and 5) Green Room Moderator.

Section 5: Filling vacancies in any of the elected offices will be the first order of business at every regular SWK in Action meeting until they are filled. The order of succession will be followed in the filling of any vacant office during any unexpired term.

Article V: Removal from Office

Section 1: Any officer may be removed from office for failure to perform his/her prescribed duties by a two-thirds vote for the membership, provided that all members are notified of this pending action at least one week prior to the removal decision. Removal from office can occur for failure to carry out the responsibilities of that office, for actions, which violate the purposes of the organization. Written charges by an active member are to be presented to the Faculty Advisor, who will notify the officer in question with sufficient opportunity given for the officer to answer charges at a meeting for the membership. Voting for removal from office is to be done by secret ballot.

Article VI: Meetings

Section 1: General membership meetings will be held when needed, either once a week or every other week, which will be decided by a group vote, and the President as needed can call additional meetings. The official means of notifying members shall be agreed upon at the first meeting of the spring semester after the elections are held.

Article VII: Funding

Section 1: Dues shall be charged for membership in SWK in Action. The amount of dues charged for each semester will be determined at the first meeting of the spring semester. Memberships will expire on the first day of the next semester. Yearly memberships will expire on the last day of the year paid (including summer semesters). Membership dues can be paid during any meeting throughout the year and can be collected by the Treasurer or President to be handed over to the Treasurer.

Section 2: SWK in Action, as it deems necessary, will undertake fundraisers for its own purposes. All fundraising will be conducted in accordance with University policies.



Article VIII: Amendments

Section 1: Amendments to this constitution will be adopted by a two-thirds vote of the active members present at two consecutive meetings upon which the amendment has been read and voted.

Section 2: Once approved by the active membership, amendments will be submitted to the Student Life Committee of the Cleveland State University Faculty Senate for final approval.

Article IX: Jurisdiction

Section 1: SWK In Action is subject, as a recognized/registered student organization, to the rules, regulations and policies of Cleveland State University and the laws of the State of Ohio. The rules, regulations and policies of Cleveland State University will hold precedence over any and all rules, regulations and policies applying to SWK in Action, including those of national organizations with which SWK In Action is associated.

PHI ALPHA SOCIAL WORK HONOR SOCIETY

**Cleveland State University
326 Chester Building
Cleveland, OH 44114**

Purposes:

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.

National Qualifications for Membership:

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 (CSU/UA joint MSW Program) is eligible for membership after achieving the following requirements:

- Completed nine hours of course work
- Achieved a 3.5 grade point average

Phi Alpha National Honor Society Delta Zeta chapter was established at the Cleveland State University in 1993. During the past few years, it has become one of the most active chapters in the nation.



PHI ALPHA CONSTITUTION

Article I: Name

The name of this organization shall be the Cleveland State University *The Delta Zeta chapter of Phi Alpha National Social Work Honor Society*, herein after referred to as the Social Work Honor Society.

Article II. Purpose

Section 1: The purpose of this chapter of *Phi Alpha* shall be:

- To recognize and promote scholastic achievement among students and faculty involved in the undergraduate social work program at Cleveland State University
- To recognize, improve and further the goals of social work in the community, state, nation and world
- To stimulate interest in preparation for a career in social work
- To encourage continued study and research at the undergraduate level, the graduate level, and in professional practice
- To recognize those professional social workers whose service, contributions and leadership are held in esteem

Section 2: The Social Work Honor Society shall coordinate and promote programs and fundraising events, which are of support to the goals of the organization.

Article III: Membership

Section 1: Membership in the Social Work Honor Society at the Cleveland State University shall be open to any and all social work students and faculty at Cleveland State University. Any undergraduate social work student at Cleveland State University who meets the qualifications set forth by the National Office (3.00 overall GPA and 3.25 GPA in social work) shall be eligible for active membership. Once a student graduates or ceases to be a student at the University, his/her active membership in the social work honor society shall cease.

Section 3: Any members may be removed from membership for violation of the purpose of the organization by a two-thirds vote of the membership. All members must be notified of this pending action at least one week prior to the removal decision. Written charges by a member are to be presented to the Executive Committee who will notify the member in question with sufficient opportunity given for the member to answer charges. Voting for removal is to be done

by secret ballot within four weeks of the meeting. The member in question must be notified immediately of the outcome of the vote.

Section 4: It shall be the policy of the Social Work Honor Society at Cleveland State University that there shall be no form or type of discrimination in the Social Work Honor Society, whether it be due to one's race, color, religion, sex, sexual orientation, national origin, ancestry, age, handicap or veteran's status.

Section 5: With membership in the Social Work Honor Society shall come full floor and voting privileges on any and all items of social work honor society business, including resolutions, items of legislation, bylaws, and elections.

Article IV: Officers

Section 1: The officers shall consist of a President, vice president, secretary, and treasurer. The officers shall be responsible for all administrative duties of the Honor Society.

Section 2: The President shall have the power to establish and maintain operation procedure of the society, call meetings, and answer for all actions of the other officers. The president shall be able to vote in all decisions affecting the honor society.

Section 3: The vice president shall assist the president with all administrative duties and assume those duties in the absence of the president.

Section 4: The secretary shall keep accurate and detailed records of all meetings and affairs, send/transmit all official society correspondence, and coordinate preparation and distribution of society flyers, handouts, and publications.

Section 5: The treasurer shall receive and distribute society funds upon the authorization of the president., in accordance with the financial rules and regulations of the University and the laws of the State of Ohio, and make financial reports at all the Executive committee meetings, and at the regular meetings of the society, and coordinate fund-raising activities.

Section 6: The elected officers shall form the Executive Committee.

Section 7: All elected officers must meet any and all requirements for holding office as stated in the student handbook.

Article V: Elections



Section 1: The President, Vice President, Secretary, and Treasurer shall be elected by the members of the society to serve a term of one year. Annual elections shall be held the first week of December. The officers shall be elected by means of a secret ballot. The term of office for all officers shall begin on the first week of January and end on the same day of the following year.

Section 2: Nominations of candidates for society officer positions shall be from the floor of the meeting by any society member. Nominees for officer positions must be society members.

Section 3: Voting shall take place after the close of nominations for each office. Officers shall be elected by majority vote of those society members present, provided quorum is met.

Section 4: The order of succession shall be: (1) president, (2) vice president, (3) secretary, (4) treasurer.

Section 5: Vacancies occurring in any of the elected offices shall be officially filled at the next regular meeting following the occurrence of such a vacancy or vacancies. The order of succession shall be followed in the filling of any vacant office during any unexpired term. If an officer declined to succeed to a vacant office, then an election shall be held to fill the office for the remainder of the unexpired term. The election procedure for filling the unexpired term of a vacant office shall be the same as for the normal procedure for elections.

Article VI: Appointments

Section 1: The president shall appoint, with the approval of the Executive Committee, such positions as may contribute to the successful operation of the society.

Article VII: Removal from office

Section 1: Any officer may be removed from office for failure to perform his/her prescribed duties by a two-thirds vote of the membership, provided that all members are notified of this pending action at least one week prior to the removal decision. Removal from office can be either for failure to carry out the responsibilities of that office, or for actions, which violate the purposes of the organization. Written charges by a member are to be presented to the Executive Committee who will notify the officer in question with sufficient opportunity given for the officer to answer charges at a meeting of the membership. Voting for removal from office is to be done by secret ballot.

Article VIII: Meetings

Section 1: General membership meeting shall be held once a year with additional meetings called by the president as needed. Notice of additional meetings must be given to all club members in the most timely manner possible but not less than one week. The official means of notifying members shall be agreed upon at the first meeting held after the election of a new president.

Section 2: The Executive Committee shall meet when called by the president.

Section 3: Official notice of the meeting at which the election of honor society officers will take place must be provided to all society members not less than two weeks prior to such meeting.

Section 4: Quorum shall be defined as fifty percent plus one of total of the active society membership.

Article IX: Funding

Section 1: Dues shall be charged for membership in the society. The amount of dues charged for one time life membership will be determined at the first meeting of the fall quarter. Membership dues are paid before the initiation ceremony and will be collected by the treasurer.

Section 2: The society, as it deems necessary, will undertake fundraisers for its own purposes. All fund raising shall be in accordance with the University policies.

Article X: Amendments

Section 1: This Constitution may be amended by a majority vote of the Executive Committee and upon ratification by a two-thirds (2/3) vote of the active chapter membership. Once ratified, it must be submitted to the Student Life Committee of the CSU Faculty Senate for their approval.

Section 2: Any active member of the chapter may propose amendments to the Executive Committee.

Article XI: Jurisdiction

Section 3: The Phi Alpha Honor Society is subject, as a recognized/registered student organization, to the rules, regulations, and policies of the Cleveland State University and the laws of the State of Ohio. The rules, regulations, and policies of the Cleveland State University shall hold precedence over any and all rules, regulations, and policies applying to the Phi Alpha Honor Society, including those of national organizations with which the Phi Alpha Honor Society is associated.



PHI ALPHA BY-LAWS

Effective Date: February 18, 1993

Phi Alpha National Social Work Honor Society

Cleveland State University
326 Chester Building
Cleveland, OH 44114

CHAPTER I: OFFICERS OF THE EXECUTIVE COMMITTEE

- Section 1: The officers of the organization shall consist of a *President*, *Vice President* and *Secretary-Treasurer* to be elected by a majority vote of the active chapter membership.
- Section 2: The *President* shall preside at meetings of the chapter; appoint such committees as may be provided for by **Chapter Constitution** or **By-laws** or by vote of the chapter; call special meetings of the chapter; be responsible for all chapter reports; and, generally, promote the welfare of the society and this chapter.
- Section 3: The *Vice-President* shall perform all duties of the president in the latter's absence or disability, shall perform the duties of ritual chairperson, and any other duties assigned by the president.
- Section 4: The duties of the *Secretary-Treasurer* shall be as follows:
- a. Forward to the national officer:
 - (1) the national initiation fee for each active and honorary initiate prior to his/her acceptance into membership.
 - (2) A report certified by the faculty advisor covering the chapter year not later than June 30th. The report is to include financial statements, and a list detailing the dates of the meetings held during the year.
 - b. Fulfill, generally, such additional duties as may be required by the *Executive Council* or by the **Chapter Constitution**, the **By-laws**, **Resolutions**, or vote of the chapter.
- Section 5: A faculty member in the social work program shall serve as the *Faculty Advisor*.

CHAPTER II: ORGANIZATION and PROCEDURE

- Section 1: The *Executive Council* shall consist of the **president**, **vice president**, **secretary-treasurer**, **chairpersons** of the standing committee and the faculty advisor.
- Section 2: The chapter will meet in official sessions at least once each academic year.
- Section 3: *Standing Committees* may be appointed by the president with the approval of the executive council.
- Section 4: *Special Committees* may be appointed by the **president** when necessity requires such action.
- Section 5: The chapter year shall begin on July 1st and end on June 30th of the next year.

- Section 6: The chapter will maintain adequate and accurate records of its membership, activities and finances. Such records will be kept in such a way as to serve as a permanent and historical record.
- Section 7: Qualified persons may be inducted into membership any time of the year.
- Section 8: Election of officers will be held during the winter quarter of each year.

CHAPTER III: MEMBERSHIP

- Section 1: A student is eligible for active membership when he/she has:
- admitted to social work as a major,
 - achieved sophomore status,
 - completed nine (9) hours in required social work courses
 - achieved an overall grade point average of 3.0, and
 - achieved a 3.25 grade point average in major courses (based on a 4.0 scale).
- Section 2: A *Faculty Member* is eligible for membership when he/she has been nominated by the executive council with the approval of the general membership. **Only one** faculty member per year may be admitted into membership.
- Section 3: The *Executive Council* with the approval of the general membership, may nominate for membership one individual per year who has made an outstanding contribution to the field of social work.
- Section 4: All persons proposed for membership by the **Executive Committee** shall be elected to membership after a vote by secret ballot of all members present showing a three-quarters majority.
- Section 5: **Any member may be expelled** from membership for reasons of academic or personal conduct unbecoming a student of social work, by a three-fourths vote of the chapter, after a thorough investigation has been made by the **Executive Council**. Dishonorable dismissal from the university shall be considered cause for automatic recommendation for expulsion.

CHAPTER IV: DUES

- Section 1: The initiation fee shall be of sufficient amount to include the following:
- the initiation fee required by the National Society.
 - the initiation fee required by the local chapter.
- Section 2: Yearly chapter dues, if any, shall be established in accordance with chapter needs by action of the **Executive Committee** and with two-thirds (2/3) vote of the general membership.
- Section 3: Special fees, assessments, fines and penalties may be levied by the **Executive Council** and two-thirds (2/3) vote of the general membership.



**PHI ALPHA NATIONAL SOCIAL WORK HONOR SOCIETY
INITIATION CEREMONY**

Secretary Madam President, I have the honor of presenting to you the following candidates who have earned membership in Phi Alpha Honor Society.

PLEASE STAND WHEN YOUR NAME IS READ

(Secretary reads the names of the candidates)

Secretary These candidates have been examined and found qualified for membership under our Constitution. They have been elected by this society on the basis of their scholarly achievement and interest in social work.

President I congratulate you and welcome you into **DELTA ZETA CHAPTER of Phi Alpha Honor Society** here at Cleveland State University.

The highest honor that one can receive in Social Work here at **Cleveland State University** is being extended to you now, because you are a proven candidate for initiation and have met all the requirements of our organization.

We have chosen to call this Society **Phi Alpha**, which means, “*love of person*”, and we have adopted the colors blue and gold.

You have been selected by the local chapter to become members of the National Social Work Honor Society because you have shown an interest in the profession of social work; you have attained academic excellence not only in social work education, but also in all other academic areas, and we believe you are dedicated to the idea of service to humanity. You have also demonstrated a commitment to the standards, ethics, and goals of the social work profession.

President: You have chosen and are now about to be given the charge and purposes of **Phi Alpha Honor Society**. If you agree to these charges and purposes, please answer, “*I Do*” after they have been read to you.

Do you agree to recognize and encourage scholastic achievement among the students who are majoring in Social Work?

Initiates: (Answers) “I do” (all candidates respond)

President: Do you agree to improve and further the goals and objectives of Social Work by encouraging objectivity and awareness of current developments and practices in the various fields of social work?

Initiates: (Answers) "I do" (all candidates respond)

President Now that I (initiates give his/her name) - **please say your name**- have become an active member of **Phi Alpha Honor Society**, I will uphold its dignity and promote its goals and high ideals as a student, as well as in professional life. I will actively participate in meetings and chapter projects and endeavor to maintain a high scholastic average.

Secretary Congratulations on your newly acquired membership. May you encourage its growth through continued association and assistance, and may you also uphold the charges and purposes to which you have just agreed.

President Fellow officers, faculty and the distinguished guests, I present to you the newest members of the Phi Alpha National Social Work Honor Society.

PLEASE BE SEATED

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS



Mission Statement:

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.

The Vision Statement:

The vision of the organization is guided by the principles of Nguzo Saba and Ma'at. The principles of Nguzo Saba are unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith. The principles of Ma'at are truth, justice, right, order, reciprocity, balance and harmony. Following these principles assists members with creating a world free of racial domination, economic exploitation, and cultural oppression for people who are members of African Ancestry.

Cleveland State University is pleased to have a 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.

The student chapter has been very busy this previous academic year. The students participated in a radio interview describing this organization and its future goals. The chapter conducted a fundraising event for the family of a young man in need of a kidney transplant. The students were able to give the family \$500.00 to assist with his care. The chapter additionally participated in several meetings with the students and staff members of an inner-city high school. The goal was to form a collaborative relationship in order to establish a mentoring program and assist the students in the exploration and preparation for their future as successful and productive individuals in their neighborhoods, communities and the society at large.

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 the 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 forth 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

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 following statements:

I regard as my primary obligation the welfare of the Black individual, Black family, and Black community and will engage in action for improving social conditions.

I give precedence to this mission over my personal interest.

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 I perform and 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 individual 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.

African Terms and Definitions:

Hotep- Peace

Harambee- Pulling together for a common cause

Ma'at- Truth and Justice

Sankofa- Reaching back in order to move forward

Asante Sana- Thank you

Mwanafunzi- Student. (Moo-won-uh-fun-zee)

NguzoSaba-Seven guiding principles (see next seven terms)

Umoja –Unity stresses the importance of togetherness for the family and the community, which is reflected in the African saying, “I am We,” or “I am because We are.”(ooh-moe-jah)



Kujichagulia-Self-determination requires that we define our common interests and make decisions that in the best interest of our family and community. (koo-gee-cha-goo-lee-yah)

Ujima-Collective Work and Responsibility reminds us of our obligation to the past, present and future, and that we have a role to play in the community, society, and world.(ooh-gee-mah)

Ujamaa-Cooperative economics emphasizes our collective economic strength and encourages us to meet common needs through mutual support. (ooh-jah-mah)

Nia-Purpose encourages us to look within ourselves and to set personal goals that are beneficial to the community. (nee-yah)

Kuumba-Creativity makes use of our creative energies to build and maintain a strong and vibrant community.(koo-oom-bah)

Imani-Faith focuses on honoring the best of our traditions, draws upon the best in ourselves, and helps us strive for a higher level of life for humankind, by affirming our self-worth and confidence in our ability to succeed & triumph in righteous struggle. (ee-mah-nee)

Kwanzaa-Kwanzaa is a unique African-American celebration with focus on the traditional African values of family, community responsibility, commerce, and self-improvement. Kwanzaa is neither political nor religious and despite some misconceptions, is not a substitute for Christmas. It is simply a time of reaffirming African-American people, their ancestors and culture. Kwanzaa means "first fruits of the harvest" in the African language Kiswahili. When establishing Kwanzaa in 1966, Dr.Maulana Karenga included an additional "a" to the end of the spelling to reflect the difference between the African-American celebration (Kwanzaa) and the Mother land spelling (Kwanza). Kwanzaa is based on the Nguzo Saba, one for each day of observance, and is celebrated December 26 – January 1.

Zawadi gift- These gifts are given out as an award for a job well done or a commitment to the principles of Kwanzaa. Usually an award is homemade or educational. NABSW chapters share a gift of \$25 or more with the host chapter of the National Conference. The host chapter then shares this gift with an organization in the community that shares like/similar values with NABSW.

Harbari Gani- "What's the news? "or What's happening?"

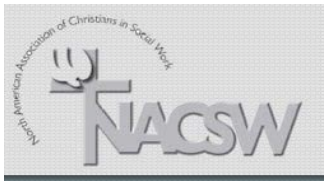
Kamau-Kenyan meaning "quiet warrior".

For more information, please contact:

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Phone: 216-687-4566 or e-mail: l.workmancrenshaw@csuohio.edu



North American Association of Christians in Social Work (NACSW) CSU Chapter

NACSW is an interdenominational and international organization which grew out of a series of annual conferences beginning in 1950. In 1954, NACSW was incorporated in the state of Illinois, in 1957 became the National Association of Christians in Social Work, and in 1984 adopted its present name.

The following statement of faith and practice appears in NACSW's Bylaws: Article II, Section 2

Tenets emphasizing Christian beliefs:

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

Tenets emphasizing human relationships and responsibilities:

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



10. Jesus Christ is Lord over all areas of life, including social, economic and political systems.

Tenets emphasizing vocation:

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

For more information, please contact:

Dr. Andrew Edwards

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ARTICLE X: By-Laws

Section 1=STANDING COMMITTEES

Standing Committees of the Social Work School that students may sit on include the following:

- A. Search Committee
- B. Curriculum Committee
- C. Field Committee
- D. Academic Standards Committee
- E. Development Committee
- F. Evaluation Committee

Section 2

Members of all standing committees shall be elected by the faculty of the School. Elections shall take place during the Spring Semester. The Search Committee, the Curriculum Committee and the Field Education Committee shall consist of five members each. The Academic Standards Committee, the Development Committee, the Evaluation Committee shall consist of three members each.

Section 3

At the nearest faculty meeting prior to the election, the Nominating Officer shall nominate persons to serve on committees. Nominations from the floor will also be accepted at that time.

Section 4

The terms of office of all standing committees shall begin on August 15th and end on August 14th of the following year.

Section 5

Members of all standing committees, unless otherwise specified in the By-Laws, shall serve two one year terms allowing for staggering of terms to facilitate continuity.

Section 6

No person shall serve more than two consecutive terms on the same standing committee. This provision may be waived by the Nominating Officer when special needs of the school require



such action.

Section 7

Each standing committee (except where specified otherwise in the By-Laws) may have one student representative elected by the student organization Social Work in Action.

- A. All student representatives should have all rights and privileges due committee members except that they shall not be counted in determining a quorum.
- B. Student representatives shall be notified by the respective committees of scheduled meetings or changes thereof.

Section 8

Vacancies on standing committees which occur during the year may be filled by faculty election or appointment as required in the By-Laws and shall run until the end of the committee term, or until the replaced committee member returns, whichever occurs first.

Section 9

Each Chairperson of a standing committee shall make an annual report in writing to the School during the Spring Semester.

Section 10

The Chairperson of the various standing committees shall be elected at the committee's first meeting, which shall take place within the first two weeks of the Fall semester.

Section 11

It is the responsibility of all committee Chairpersons to schedule meeting times which are suitable for committee members.

Section 12

Committee Chairpersons shall complete all necessary paperwork regarding faculty decisions requiring School, college and/or university implementation.

Section 13= SEARCH COMMITTEE

The selection and composition of the Search Committee shall be in accordance with the pertinent sections of the current agreement between Cleveland State University and the American Association of University Professors Cleveland chapter, the CSU Affirmative Action Policies and School By-Laws.

Five faculty members shall serve on the Search Committee

A. The functions of the committee are:

1. To make appropriate arrangement for advertising of faculty and staff openings.
2. To make recommendations regarding recruitment and hiring of new faculty and staff.

Section 14= CURRICULUM COMMITTEE

The Curriculum Committee shall consist of five full time faculty members elected by the majority of the votes cast by the School and the BSW Program Coordinator.

The functions of the committee are:

1. To engage in an ongoing review of School curricular offerings in regard to student needs, and in accordance with CSU general education requirements and CSWE accreditation standards.
2. To recommend to the faculty the establishment, alteration or abolition of curricula offered by the School; and
3. To review and recommend to the School appropriate courses offered by other Schools for inclusion in Social Work graduation requirements.

Section 15= FIELD EDUCATION COMMITTEE

The Field Education Committee shall consist of faculty who teach practice courses, including the field education faculty and representatives of the field instructors. It shall meet once a month during the academic year.



The functions of the committee are:

1. To engage in an ongoing review of field education policies and practices as these relate to
2. student needs and within the guidelines and standards of the Council on Social Work Education.
3. To recommend to the faculty for review the establishment, alteration, or abolition of field education policies and practices. These recommendations shall be made with the full participation of the field education faculty.
4. To provide information and insight regarding current trends and changes in the practice community.
5. To review with the field education faculty the evaluations of field placement agencies as these may emerge as problematic or unsuitable for student field practicum placement, and to recommend discontinuance where educational outcomes are in jeopardy.
6. To recommend to the field education faculty potential placement agencies. The Field Coordinator shall have the final responsibility in determining the suitability of field education sites.
7. To support and participate in regular Field Education Convocations with field instructors and students, for purposes of closer integration of class and field content and for orientation, recognition and public relations with the practice community. There are at least two Field Convocations in an academic year, preferably fall and spring semesters.
8. To develop and implement orientation and trainings for field instructors.
9. To consult with the field education faculty in developing or revising field education procedures and addressing any field related issues
10. To maintain a close working relationship with the Curriculum Committee; and
11. To work with the Admissions and Continuance Committee in clarifying the interpretation of policies with regard to students having difficulty in the field.

Section 16 = ACADEMIC STANDARDS COMMITTEE

The Admission, Continuance, Grades Appeal and Academic Standards Committee shall consist of three full time faculty members, including at least one tenured individual, elected by a majority of votes cast by the School. The BSW Coordinator shall serve as ex officio member of the Committee. A student member and alternate shall be appointed by Social Work in Action.

The functions of the committee regarding *Academic Standards* are:

1. To make recommendations regarding grading policies and practices, academic standing and proficiency standards required for graduation;
2. To make recommendations regarding action to be taken where students are seeking exception to the academic regulations of the School; and
3. To make recommendations regarding evaluation of transfer credits.

The functions of the committee regarding *Grades Appeals* are:

1. When notified by the BSW or MSW Program Coordinator that an appeal is being made, to hold a hearing which both student and faculty member are invited to attend to present their cases.
2. To decide by majority vote what action is to be taken. Both the student and faculty member shall be notified of this decision in writing by the Chairperson of the Grade Appeals Action Committee.

3. Process

- a. If either the student and/or the faculty member concerned wish to appeal the decision of the Grade Appeals Officer to the Grade Appeals Action Committee, the Grade Appeals Officer shall notify the BSW or MSW Program Coordinator of that fact.
- b. Upon instruction from either the BSW or MSW Program Coordinator, the Grade Appeals Officer shall give to the Grade Appeals Action Committee a copy of (a) the student's complaint, (b) the faculty member's explanation and (c) the Grade Appeals Officer's recommendation.
- c. The Chairperson of the Grade Appeals Action Committee shall call a meeting of the committee, at which a hearing will be conducted, which both student and faculty member are invited to attend to present their cases.
- d. The Grade Appeals Action Committee shall decide by majority vote what action is to be taken. Both the student and faculty member shall be notified of this decision in writing by the Chairperson of the Grade Appeals Action Committee.



- e. The student may appeal the decision of the Grade Appeals Action Committee to the College of Liberal Arts and Social Sciences.

The functions of the committee members regarding *Admission and Continuance* are:

1. The BSW Coordinator shall collect each student's material and open a file for each student;
2. The BSW Coordinator shall review the file of each student who is seeking admission (or readmission) to the major and decide upon one of the following: (a) admittance, (b) admittance with conditions, or (c) non-admittance;
3. The committee shall review conditional and non-admittance student recommendations and state in writing its decisions;
4. The committee shall meet as necessary to consider admission and continuance problems reported to it.
5. After receiving all the data concerning a continuance problem and after talking with the student's faculty advisor and with the student, the committee shall make a decision to dismiss or retain the student and shall notify the student accordingly in writing.
6. The student may appeal the decision of the Admissions, Continuance, and Academic Standards Committee to the College of Liberal Arts and Social Sciences.

Section 17 = DEVELOPMENT COMMITTEE

The development committee shall consist of three faculty members elected by the majority of the votes cast by the School. The BSW Coordinator shall serve as ex officio member of the Committee.

Functions of the committee are:

1. To collect data on the educational and continuing educational needs of the community;
2. To plan and coordinate the implementation of recruitment efforts;
3. To plan and coordinate the Annual Social Work month activities;
4. To publish a School newsletter;
5. To maintain a School web page;
6. To plan and recommend to the curriculum committee continuing education activities; and

7. To plan the annual graduation activities.

Section 18 = EVALUATION COMMITTEE

The Evaluation Committee shall consist of three faculty members elected by a majority of School votes. The student member shall be appointed by the Social Work in Action student body.

The functions of the committee are:

1. To review on an ongoing basis School evaluation procedures;
2. To oversee the conduct of School evaluation activities;
3. To recommend to the School faculty evaluation changes as needed; and to
4. To report to the faculty results of School evaluations.

ARTICLE VI = SPECIAL COMMITTEES

Section 1

Special Committees may be appointed by the Director at any time during the year for the purpose of considering business not already under consideration by a standing committee.

Section 2

Special Committees may consist of full time faculty members or other personnel as designated by the Director.

ARTICLE VII = FACULTY RESPONSIBILITIES

Faculty responsibilities shall be in accordance with the pertinent sections of the current agreement between Cleveland State University and the American Association of University Professors Cleveland chapter, the CSU Affirmative Action Policies and School By-Laws.

Section 1

Each full time faculty member has the obligation to share in the functioning of the School in the following areas: excellence in teaching, community service, School activities, university



activities, and in the expansion of the knowledge base.

Section 2

Specific responsibilities which will further these goals include but are not limited to the following:

- A. Attending School meetings regularly
- B. Serving on School, college, and university committees
- C. Advising students
- D. Evaluating and improving teaching methods

ARTICLE VIII = RIGHTS OF MEMBERS

Rights of members shall be in accordance with the pertinent sections of the current agreement between Cleveland State University and the American Association of University Professors Cleveland chapter, the CSU Affirmative Action Policies and School By-Laws.

Section 1

Each member shall have access to any of his or her files which are being kept by the School.

Section 2

Members of the School shall have the right to develop and submit to the Curriculum Committee any proposals for courses. The proposal shall be reviewed by the Curriculum Committee and a decision shall be made by the entire School.

Section 3

Each faculty member shall submit in writing any teaching and scheduling preferences for the next academic year to the School Director by the end of Fall Semester of the current year.

Assignments shall be made in accordance with School needs and individual requests. Summer teaching assignments shall also be made with the same considerations.

Section 4 = Grievances

Grievance procedures shall be in accordance with the pertinent sections of the current agreement

between Cleveland State University and the American Association of University Professors Cleveland chapter, the CSU Affirmative Action Policies and School By-Laws.

ARTICLE IX = RATIFICATION

These By-Laws shall be ratified by an affirmative vote of two-thirds of the members of the School of Social Work as defined in Article I of the By-Laws. These By-Laws shall be effective fourteen days after passage.

ARTICLE X = AMENDMENT

Any proposed amendment to or revision of these By-Laws shall be announced at a School faculty meeting at which time the proposed amendment will be read and entered in the minutes. Discussion and action shall take place at the next regularly scheduled faculty meeting. A two-third (2/3) majority shall be sufficient for the adoption of the proposed amendment.



School of Social Work Honors Program

The purpose of this didactic, interactive program is to encourage students to develop a closer identification with social work scholars, practitioners and academicians.

The Honors program is designed for the social work majors during the junior/senior year of study for an undergraduate degree.

In order to qualify for this program applicants need a 3.25 cumulative GPA in all courses and a 3.50 average in Social Work courses.

The successful completion of the requirements for this program (four credits) with a grade of B or better, leads to a graduation with Honors in Social Work.

**SOCIAL WORK
PROFESSION**



NASW CODE OF ETHICS

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

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
- 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

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 of or potential harm to the supervisee.

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

3.02 Education and Training

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

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

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

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

3.03 Performance Evaluation

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

3.04 Client Records

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

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

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

(d) Social workers should store records following the termination of 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

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

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 followings 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.

The School of Social Work will provide you with information about review courses to help you prepare for the licensure exam. We encourage you to take the review course during your senior year at CSU.

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	Committee January 2001 Faculty Senate February 2001	FERPA Revisions per Legal Affairs April 2004 ACADEMIC REGULATIONS AND PROCEDURES Revised April 2000
Approved by the Faculty Senate April 2000	Parental/Guardian Notification Approved by Board of Trustees February 2002	STUDENT GRIEVANCE PROCEDURE Adopted March 1996
Approved by the Board of Trustees May 2000 Effective: Fall 2000	Revisions Approved by: Student Life Committee August 2004	
Revisions Approved by: Student Life	Faculty Senate September 2004	

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 same person may not serve as a member of the University community and a witness simultaneously; nor can the advisor of the charged student organization serve as a witness and an advisor simultaneously.

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.)

OFFICE OF DISABILITY SERVICES

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.

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.

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.

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.rfbid.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.
8. 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.

APPENDICES



School of Social Work
BSW Program

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 FORMALLY ADMITTED TO CLEVELAND STATE UNIVERSITY
MAY APPLY TO THE SOCIAL WORK MAJOR**

Part I - Personal Information

Name: _____ CSU ID: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: (Home) _____ (Cell) _____ (Work) _____

Email: _____

Please Submit:

Letter of Reference

Checklist from CLASS Advising Center

(Chester Building CB 279)

Part II - Education Information

College within CSU currently enrolled: _____
(College of Liberal Arts and Social Sciences, College of Business, etc.)

Current number of college credits: _____ Other/Dual major: _____

List any other Colleges and/or University attended:

<u>University Name & Location</u>	<u>Date(s) Attended</u>	<u>Major/Degree/Certificate</u>	<u>Term/Year of Date Graduated/Transferred</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

***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.



School of Social Work
BSW Program

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:



School of Social Work
BSW Program

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: _____
(Student)

Date: _____

Signature: _____
(BSW Program Coordinator)

Date: _____

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.



Appendix B

SOCIAL WORK REQUIREMENTS

PREREQUISITES TO THE SOCIAL WORK MAJOR

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

- | | | | | | |
|--------------------------|----------------|---|-----------|---------------------|-------------|
| <input type="checkbox"/> | BIO 102 | HUMAN GENETICS, REPRODUCTION, & DEVELOPMENT | OR | Semester/Year Taken | 4 crs _____ |
| <input type="checkbox"/> | BIO 106 | HUMAN BIOLOGY IN HEALTH & DISEASE | | | 4 crs _____ |
- Please note: There may be other CSU Biology courses and/or transfer credit courses from other colleges & universities that fulfill the above requirement. Review and approval must be obtained from one's SWK Academic Advisor.*

The following courses listed below are prerequisite for SWK 300:

- | | | | | |
|--------------------------|----------------|----------------------------|--|-------------|
| <input type="checkbox"/> | PSC 111 | AMERICAN GOVERNMENT | | 4 crs _____ |
| <input type="checkbox"/> | PSY 101 | INTRODUCTION TO PSYCHOLOGY | | 4 crs _____ |
| <input type="checkbox"/> | SOC 101 | INTRODUCTION TO SOCIOLOGY | | 3 crs _____ |

Completion of the following Social Work course at the time of application to the major:

- | | | | | |
|--------------------------|----------------|-----------------------------|--|-------------|
| <input type="checkbox"/> | SWK 200 | INTRODUCTION TO SOCIAL WORK | | 3 crs _____ |
|--------------------------|----------------|-----------------------------|--|-------------|

THE SOCIAL WORK MAJOR

All declared social work majors must complete the following courses listed below.

- | | | | | | |
|--------------------------|----------------|---|--|---------------------|-------------|
| <input type="checkbox"/> | SWK 201 | CONTEMPORARY SOCIAL WELFARE (prerequisite for SWK 300) | | Semester/Year Taken | 3 crs _____ |
| <input type="checkbox"/> | SWK 300 | SOCIAL WELFARE POLICY AND SERVICE | | | 3 crs _____ |
| <input type="checkbox"/> | SWK 302 | HUMAN BEHAVIOR & SOCIAL ENVIRONMENT - MICRO | | | 3 crs _____ |
| <input type="checkbox"/> | SWK 303 | HUMAN BEHAVIOR & SOCIAL ENVIRONMENT - MACRO | | | 3 crs _____ |
| <input type="checkbox"/> | SWK 304 | PERSPECTIVE ON SOCIAL WORK RESEARCH I (prerequisite to SWK 305) | | | 3 crs _____ |
| <input type="checkbox"/> | SWK 305 | PERSPECTIVE ON SOCIAL WORK RESEARCH II | | | 3 crs _____ |
| <input type="checkbox"/> | SWK 350 | BASIC GENERALIST PRACTICE (prerequisite to SWK 385) | | | 3 crs _____ |

OTHER LIBERAL ARTS REQUIREMENTS

SOCIAL and BEHAVIORAL SCIENCES: A minimum of **Fifteen (15) credit hours** in School of Social Work approved courses. **Nine (9) credits in three (3) or more** of the following fields **must be completed prior to entry** to the **Interventions** sequence.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ANTHROPOLOGY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	POLITICAL SCIENCE not including PSC 111
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COMMUNICATIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PSYCHOLOGY not including PSY 101
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ECONOMICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOCIOLOGY not including SOC 101
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOCIAL SCIENCES (FST, CLEP and transfer credit only)				

The remaining **six (6) credits** can be selected from the courses listed above –or– from **Related Areas in Social & Behavioral Sciences** which are listed on the next page:

<input type="checkbox"/>	<input type="checkbox"/>	RELATED AREAS IN SOCIAL & BEHAVIORAL SCIENCES
--------------------------	--------------------------	---

SWK 350 - Basic Generalist Practice, must be successfully completed with a letter grade of B or higher prior to enrollment in the first interventions sequence (SWK 350, 385, 390, 395 — WITH THE EXCEPTION OF SWK 305— which can be taken concurrently).

- | | | | | | |
|---|----------------|--------------------|---------------------------|---------------------|-------------|
| <input type="checkbox"/> | SWK 385 | INTERVENTIONS I | (SWK 350 is prerequisite) | Semester/Year Taken | 4 crs _____ |
| <input type="checkbox"/> | SWK 390 | FIELD PRACTICUM I | (minimum 16 hrs per week) | | 6 crs _____ |
| <input type="checkbox"/> | SWK 395 | FIELD SEMINAR I | | | 2 crs _____ |
| All Practice Sequence I courses must be taken concurrently. | | | | | |
| <input type="checkbox"/> | SWK 485 | INTERVENTIONS II | | | 4 crs _____ |
| <input type="checkbox"/> | SWK 490 | FIELD PRACTICUM II | (minimum 16 hrs per week) | | 6 crs _____ |
| <input type="checkbox"/> | SWK 495 | FIELD SEMINAR II | | | 2 crs _____ |
| All Practice Sequence II courses must be taken concurrently. | | | | | |

STUDENTS -- PLEASE NOTE:

Social Work courses **do not** count toward the Social & Behavioral Science requirement. Social Work majors must maintain an **OVERALL** grade point average of 2.0. Students must achieve a grade of "B" (3.0) or higher in SWK 350, Basic Generalist Practice and in **all** Intervention courses, in **all** Field Practicums, and in **all** Field Seminars.

Related Areas in Social and Behavioral Sciences for Social Work Majors (BSW)

Education Curriculum and Foundations			
EDB	250	Politics of Black Education	(4-0-4)
Health Care Administration			
HCA	301	The American Health Care System	(3-0-3)
Nursing			
NUR	250	Health Problems of African Americans and Other Minorities	(4-0-4)
Philosophy			
PHL	211	Morals and Rights	(4-0-4)
PHL	252	Philosophy and Black Social Thought	(4-0-4)
PHL	253	Philosophy of Feminism	(4-0-4)
PHL	311	Ethics	(4-0-4)
PHL	351	Social and Political Philosophy	(4-0-4)
PHL	440	Moral Reasoning and Bioethics	(4-0-4)
PHL	442	Policy Issues in Bioethics	(4-0-4)
PHL	453	Social, Political, and Legal Philosophy	(4-0-4)
Religious Studies			
REL	249	Current Moral Issues	(3-0-3)
REL	250	Stages of Life	(3-0-3)
REL	251	Perspectives on Death and Dying	(3-0-3)
REL	355	Religion after Freud and Jung	(3-0-3)
Speech and Hearing			
SPH	251	American Sign Language I	(4-0-4)
SPH	252	American Sign Language II	(4-0-4)
SPH	438	Seminar in Urban Language Patterns	(3-0-3)
Urban Studies			
UST	200	Introduction to Urban Studies	(3-0-3)
UST	301	Urban Spatial Systems	(4-0-4)
UST	302	Contemporary Urban Problems	(4-0-4)
UST	458	Urban Policy	(4-0-4)
Women's Studies			
WST	151	Introduction to Women's Studies	(4-0-4)

***These related-field courses shall be selected through advising only. Please see your social work academic advisor before registering for these classes.**



Appendix C

INDEPENDENT STUDY FORM

For course use SWK 396, SWK 496, and SWK 693

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.***



Appendix D

SWK STUDENT PETITION

Date: _____

Student Name: _____ Student ID # _____

Address: _____

City: _____ State: _____ Zip: _____

Phone Number(s): (H) _____ (W) _____

Last Quarter Registered or Attended Classes at CSU: _____ Class Rank (*Jr., Sr., etc.*) _____

Student's Signature: _____

Course Number and Name of class (being petitioned): _____

DIRECTIONS:

1. On the reverse side of this form, please word your petition very carefully and clearly, stating reason(s) for granting your request.
2. Attach a syllabus, course description, grade received and any other pertinent supportive documentation (textbook, etc.) that will support your case if the request involves the Academic Standards Committee reviewing a transfer course from another college/university.
3. Take this petition and the supporting documentation to your Social Work Academic Advisor for her/his recommendation and signature.
4. Your advisor will forward the petition to the Academic Standards Committee via the departmental Administrative Assistant
5. The petition will be reviewed at the next regularly scheduled committee meeting.
6. You will be notified of the committee's decision by mail

ADVISOR RECOMMENDATION:

Advisor Signature: _____

STUDENT: Use reverse side for writing your request, attaching supportive documentation and additional comments if necessary.



Appendix E

SOCIAL WORK FIELD PRACTICUM APPLICATION

(Please type or print legibly in ink)

For the _____ Semester of the year _____

Date _____

I. IDENTIFYING AND PERSONAL INFORMATION

Name: _____

CSU ID #: _____ Social Work Faculty Advisor: _____

Mailing Address: _____
Number and Street *City* *State* *Zip Code*

Email Address: _____

Telephone Number(s): Home: _____ Work: _____ Other: _____

Physical Limitations (if any): _____

II. EDUCATIONAL HISTORY

Expected Date of Graduation: _____ Application to SWK major completed: _____

Did you attend any other schools beyond high school prior to attending CSU?

If so, please list below in chronological order:

Name and Location *Dates of Attendance* *Degree/Major or Certificate*

Academic Distinction and Honors (include membership in honorary groups, offices held, scholarships received in high school or college): _____

College Extracurricular Activities: _____

What are your future educational plans?

I plan to work after conferral of a B.A. degree

I plan to work first, and then continue to graduate study in the area of: _____
(e.g., social work, psychology, education, etc.)



I plan to continue immediately into graduate study in the area of: _____

Other (please specify): _____

III. SPECIAL SKILLS, ADDITIONAL TRAINING, HOBBIES

List any special recreation skills, hobbies, training certification (i.e., swimming instructor, first aid, arts & crafts, music, drama, etc.):

List any groups or organizations in which you have been active, either as a participant or as a leader:

List any studies, research papers, and/or projects you have completed or have been a part of:

IV. EMPLOYMENT AND VOLUNTEER EXPERIENCE

In the spaces below, enter chronologically all paid or volunteer positions held starting with the most recent experience. All volunteer work (e.g., CAP programs, summer camps, Big Brother or Big Sister, VISTA, etc.) should be listed. Please do not attach resumes. Use an additional sheet if needed.

<i>From/To Month/Year</i>	<i>Firm/Agency and Address</i>	<i>Nature of Position</i>	<i>Paid or Volunteer</i>
-------------------------------	------------------------------------	-------------------------------	------------------------------

Are you presently employed? Yes No

If yes, Full Time Part Time How many hours per week? _____

Place of Employment: _____

Position: _____

Nature of work performed: _____



Work Schedule (*indicate work hours next to the days worked*):

Sun _____ **Mon** _____ **Tue** _____ **Wed** _____ **Thurs** _____ **Fri** _____ **Sat** _____

Do you plan to work while in the field practicum? Yes No

V. AREAS OF INTEREST

1. _____

2. _____

3. _____

Please comment on your own style of learning. What kinds of features would you like included in a placement? For example, do you prefer to respond to assigned tasks and responsibilities or do you prefer to construct your own goals and methods? Include comments on your preference for supervisory styles.

Do you have a valid Ohio Drivers License? Yes No

Is an automobile available to you for field placement? Yes No

Have you been convicted of a felony? Yes No

VI. SUPPLEMENTARY STATEMENT (*Must be typewritten and attached*)

In order that we may understand more fully your interest in the undergraduate Social Work Program, please prepare a typewritten statement, which covers the following material. Submit it as a part of your application. Please limit this statement to three (3) typewritten pages.

What are some of the main considerations that led you to seek social work as a career? Please include the following, if applicable

- a. Family background.
- b. Educational experiences.
- c. Extracurricular activities.
- d. Employment/volunteer experiences in social agencies.
- e. Personal counseling or therapy.
- f. Friends and acquaintances.

Social work as a helping profession involves working with many different kinds of people, with a wide range of needs and problems. What do you consider your strengths and weaknesses in working with people? Cite examples, if possible, of situations in which you feel you have had a helping role. Indicate how diverse a population your experiences include.

What kind of social work do you think you would like to do upon completion of this program?



BSW Field at Place of Employment Proposal

Students wishing to do their field at their place of employment must submit, to the Field Coordinator, a written proposal for the field experience. The proposal must conform to the guidelines listed below and demonstrate how the proposed experience meets the requirements of the Field Education Program as well as provide experiences in generalist social work practice.

I. Student Information and Date of Submission

Student's Name:

Student ID #:

Phone: (H) _____ (W) _____ Email _____

II. Agency Description

Agency Name: _____

Agency Address: _____

Agency Mission (please provide in the space below): _____

Types of programs/services provided by the agency: _____

Target population(s) served: _____



III. Student Employee Status

Job Title: _____

Job Description: _____

Length of time employed at the agency: _____

Documentation of successful completion of probationary period needs to be attached to this form in order for you to be considered for Field at Place of Employment.

Name of immediate employment supervisor: _____

Phone Number of employment supervisor: _____

Email of employment supervisor: _____

IV. Proposed Field Experience

A. Specify the social work activities, assignments and other involvements to be engaged in as part of the field experience. The proposed activities, assignments, and other involvements **must** demonstrate that the students have the opportunity to enhance their learning in generalist social work practice.

B. Describe what you hope to learn from the above experiences.

C. Describe how field will be distinct from normal work in terms of both proposed assignments and time frame.

D. Describe how the agency agrees to support the student's learning contract and commits to covering student employment activities as needed to facilitate these goals outlined in the contract.

V. Proposed Field Instruction

Proposed Field Instructor's name: _____

Proposed Field Instructor's phone number: _____

Proposed Field Instructor's email: _____



Proposed Field Instructor’s degree: _____

Proposed Field Instructor’s title/position: _____

The proposed field instructor **must** be someone other than the student’s immediate employment supervisor; **must** have MSW degree (no non-social work degree is accepted); **must** have two years postmaster’s experience; and **must** have a minimum of one year with the agency.

VI. The Proposal

A. Must be typed and double-spaced, using the above outline.

B. **Must** include, at the bottom, the signatures of the student; his or her immediate employment supervisor and the proposed field instructor, including academic degree.

C. Will be accepted contingent upon its conformity with the Program requirements for field at place of employment.

Student signature

Date

Employment Supervisor signature

Date

Proposed Field Instructor signature

Date

Agency or Social Work Director signature
(please sign even if same as any of the above)

Date



MATRICULATION INTO BSW PROGRAM

Personal Information

Name: _____ CSU ID: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: (Home) _____ (Cell) _____ (Work) _____

Email: _____

Prerequisite Completion

Overall GPA of 2.20 or above
(Grade Point Average)

American Government
(PSC 111 or transfer equivalent)

Introduction to Social Work
(SWK 200) Grade of "C" or better

Introduction to Psychology
(PSY 101 or transfer equivalent)

Human Biology
(BIO 102; 106; Anatomy & Physiology
or transfer credit)

Intoduction to Sociology
(SOC 101 or transfer equivalent)

Human Biology Petition*

Signature _____ Date _____

*Student must submit a petition to the SWK Academic Standards Committee (via the coordinator of the BSW program) for review of any human biology course(s) that have been transferred from another university and/or college. Human Biology course content must show evidence of human sexual reproduction, heredity, and/or genetics.



Appendix G

School of Social Work
Fall 2009 calendar

August

20, 21 (8:00 a.m. – 5:00 p.m.) Faculty Retreat

September

4 (9:00 a.m. – 3:00 p.m.) BSW Self Study Review
11 (10:00 a.m. – 2:00 p.m.) MSW Self Study Review
18 (9:00 a.m. – 12:00 noon) Faculty Meeting
25 (9:00 a.m. 12:00 noon) MSW Self Study Review (CSU)

October

1 (8:30 a.m. – 9:30 a.m.) BSW Curriculum Trends for SWK students
(MC 134)
1 (10:00 a.m. – 11:00 a.m.)
1 (6:00 p.m. – 7:00 p.m.)
22 (9:00 a.m. – 12:00 noon) Field Convocation (Mather Mansion 3rd
floor)
23 (9:00 a.m. – 12:00 noon) Faculty Meeting
23 (12:00 noon – 4:00 p.m.) MSW Self Study Review (CSU)

November

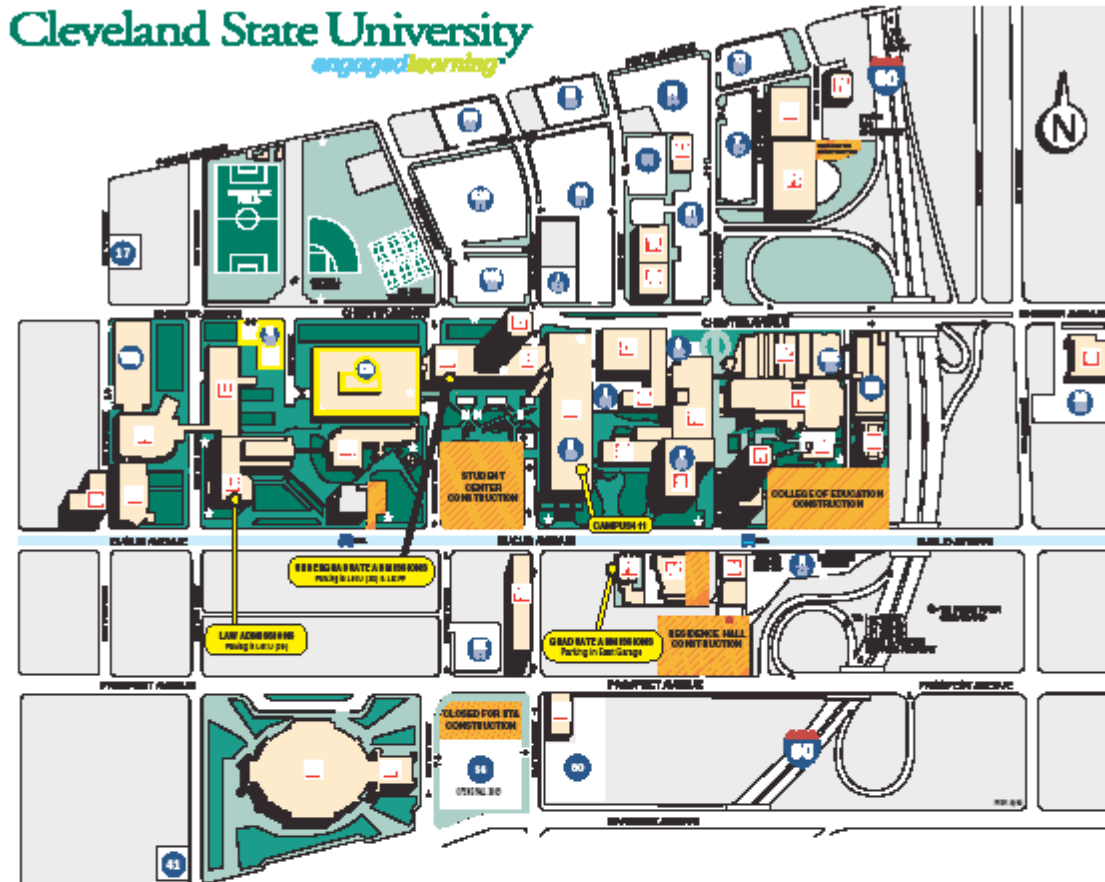
20 (9:00 a.m. – 12:00 noon) Faculty Meeting
20 (5:00 p.m. – 6:00 p.m.) Phi Alpha Honor Society Induction
ceremony (Fenn Tower Ball room)
26-29 – Thanks Giving Recess

December

4 (10:00 a.m. – 2:00 p.m.) MSW Self Study Review (Brecksville
Community Center)
4 – Last Day of Instruction and Field Practicum
7-12 – Final Examinations
11 (9:00 a.m. – 12:00 noon) Faculty Meeting

Spring Semester Begins Monday, January 18, 2010

CAMPUS MAP



Cleveland State University campus core represented by dark green areas		••• Campus InnerLink: Follow Detour Signs •••	
Key to Buildings Alphabetical Listing For building updates, visit www.csuohio.edu/campus_map_bar	AMC Annex.....AA Art Building.....AB Bevatore.....BS Business College.....BU Monte Abuja Hall, Nance College of Business Administration MAGNET Building.....CM Chester Building.....CB Chester Building Annex.....CA Parking Services, Cleveland State Police Cole Center.....CE Joseph E. Cole Center for Continuing Education Fern Tower.....FT Health Sciences.....HS Heritage Suites Apartments.....HA Keith Building (Temporary).....KB	Low Building.....LB Low Library.....LL Library.....RL Main Classroom Building.....MC Mother Mission.....NM Music & Communication.....MU Waegler Auditorium, Drinka Recital Hall Parker Hannifin Administration Center.....AC Parker Hannifin Hall.....PH Physical Education.....PE Robert Bosby Matatorium, Woodring Gymnasium Plant Annex.....PA Plant Services.....PS Recreation Center.....RC Rhodes Tower.....RT	Rhodes West.....RW Science Building.....SI Science & Research Center.....SR Stihwell Hall.....SH Theater Arts Building.....TA Urban Alliance Building.....UR Marine Goodman Levin College of Urban Affairs Viking Hall.....VH Wolstein Center.....WO Berl L. & Iris S. Wolstein Center, Henry A. Goodman Arena Wolstein Center Pavilion & Banquet Center.....WP Gerald H. Gordon Conference Pavilion

PARKING	
<p>For current parking and lot updates, visit www.csuohio.edu/parking</p> <p>Campus Visitors may purchase parking in East Garage (EG), Lot S3A (12), West Garage (WG) and Lot AA (30) - CE registrants only. After 5:00 p.m. and weekends - Lot FF (FF) is also available. Meters are also available in Lot A. Limited Admissions Visitor Only spaces in Lot U.</p> <p>Faculty, Staff and Students may purchase a Pre Paid parking hang tag or may register for a complimentary Must Pay parking hang tag, which requires payment of the CSU rate. Must Pay parking is limited at all times to attended lots and includes no overnight parking.</p> <p>State of Ohio Disabled Parking Permit, either temporary or long term, is required for parking in areas designated for persons with disabilities. Permits can be obtained from Ohio DMV, http://dmv.ohio.gov/</p> <p>Parking is offered based upon availability. Parking Fees and Policies are applicable at all times. Parking Office and Police Department are located in Chester Building Annex. Parking lot size parameters are subject to change. Check CSU web site for updates.</p>	<p>Lot A (72) Reserved Parking & Visitor Parking (meters only)</p> <p>Lot C (62) Disabled Parking only &</p> <p>Lot CG (CG) Pre Paid; Must pay other 2:00 p.m., Visitor after 5 p.m. and weekends</p> <p>Lot EG (EG) Pre Paid; Must Pay; Visitor* &</p> <p>Lot F (60) Pre Paid Staff and Faculty only; Pre Paid Students after 2:00 p.m.** &</p> <p>Lot G (10) Pre Paid Staff and Faculty only; Pre Paid Students after 2:00 p.m. and weekends; Must pay after 2:00 p.m.** &</p> <p>Lot H (14) Pre Paid Staff and Faculty only 2 Meters for Police/Parking Visitors</p> <p>Lot J (33) Pre Paid</p> <p>Lot M (30) Pre Paid</p> <p>Lot S1 (34) Pre Paid; Must Pay &</p> <p>Lot S2 (31) Pre Paid; Must Pay &</p> <p>Lot S3A (12) Visitor &</p> <p>Lot S3B (11) Pre Paid &</p> <p>Lot SG (SG) Public Parking</p> <p>Lot Y (37) Pre Paid; Must Pay &</p> <p>Lot Y2 (36) MAGNET passes only</p> <p>Lot AA (30) Pre Paid; CE Visitor &</p> <p>Lot HH (10) Pre Paid</p> <p>Lot NN (31) Reserved Parking Only &</p> <p>Lot REC (15) REC Parking Passes only; Visitor Parking (meters only)** &</p> <p>Lot U (28) Pre Paid, 4 New Student Spaces</p> <p>Lot WG (WG) Pre Paid; Must Pay; Visitor* &</p> <p>Lot 17 Pre Paid</p> <p>Lot 41 Pre Paid; Must Pay; Visitor (Paybox)</p> <p>Lot 45 (30) Pre Paid</p> <p>Lot 80 (80) Reserved Parking Only</p> <p>Accessible Parking Info & Reserved parking spaces available * Garage parking ** Under the building parking</p> <p>Playhouse Square Garage - Pre Paid hang tag accepted, anytime, Monday-Friday.</p> <p>Map last revised 7/1/06.</p>