



Bachelor of Social Work (BSW) Program

Handbook for Social Work Students

EPAS 2022



Accredited by the Council on Social Work Education (CSWE) June, 2007

This Handbook is designed to serve as a resource and guide for students pursuing the BSW degree at ECSU. The Handbook contains the policies and guidelines of the Social Work Program. It outlines the policies, procedures, and expectations of the Social Work Program and provides important information to support students throughout their academic and professional development.

The Social Work Program reserves the right to revise, amend, or update any section of this Handbook at any time to reflect changes in university policies, accreditation standards, or program requirements.

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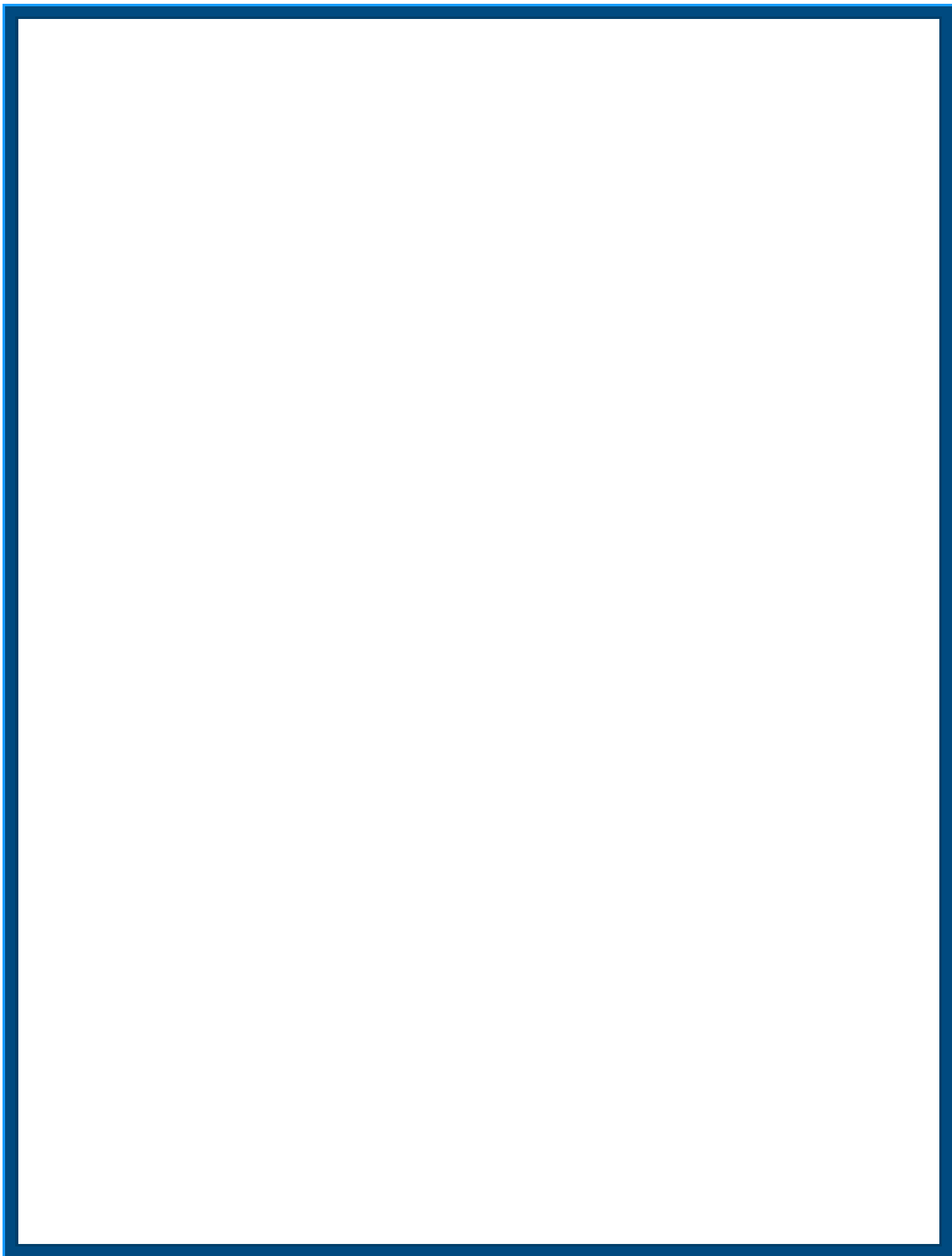
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SOCIAL WORK PROGRAM NON-DISCRIMINATION STATEMENT

All students are required to acknowledge and uphold the program's non-discrimination policy, which states:

The Social Work Program does not discriminate on the basis of race, color, ethnicity, national origin, age, gender, gender identity or expression, sexual orientation, disability, political affiliation, religion, or socioeconomic status. The program is committed to fostering a learning environment that embraces *fairness, respect, and belonging* to eliminate all forms of maltreatment.

This acknowledgment reinforces the program's mission to prepare students for ethical and culturally responsive social work practice with all people.



**Elizabeth City State University
BSW Program
Handbook for Social Work Students**

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Elizabeth City State University
BSW Program
HANDBOOK FOR SOCIAL WORK STUDENTS
2025 – 2027

Welcome

Welcome to the BSW Program in the Department of Health and Human Studies at ECSU! We are very excited that you have chosen social work as your major. Since earning accreditation from the Council on Social Work Education (CSWE) in 2007, the BSW Program has been committed to preparing competent, ethical, and compassionate social workers who are dedicated to serving individuals, families, groups, organizations, and communities.

Social work is one of the nation's fastest growing and most impactful professions. By choosing this field, you are entering a profession grounded in service, advocacy, and a commitment to promoting human well-being and advancing social, economic, and environmental justice. Social workers strive to protect human rights, reduce poverty, address systemic inequities, and improve the quality of life for people across diverse communities. Every day, social workers make meaningful contributions by helping individuals overcome challenges, strengthening families, and creating positive change within organizations and communities.

The BSW Program prepares students for professional generalist practice through a curriculum grounded in the liberal arts and guided by the person-in-environment perspective. Our program places special emphasis on understanding the unique strengths and challenges of rural communities while equipping students with the knowledge, values, ethics, and practice skills needed to work effectively with diverse populations. Throughout the program, you will develop competencies in engagement, assessment, intervention, and evaluation across multiple levels of practice. Graduates are prepared for careers in schools, healthcare, behavioral health, rehabilitation, child welfare, adult protective services, government agencies, criminal justice, community organizations, and many other settings, as well as for advanced study in graduate social work programs.

As a social work student, you will be expected to demonstrate professionalism, integrity, and ethical conduct both inside and outside the classroom. We encourage you to fully engage in your coursework, field education, and co-curricular experiences as you develop the competencies necessary for professional practice. Whether your goal is to enter the workforce upon graduation or pursue an advanced degree, the faculty and staff of the BSW Program are committed to supporting your academic success, professional growth, and lifelong learning.

This Student Handbook is an important resource that outlines the policies, expectations, and opportunities available to you throughout your time in the program. Please review it carefully and refer to it regularly. If you have questions or need assistance, do not hesitate to contact your social work advisor or any member of the BSW faculty.

Congratulations on choosing a profession that has the power to transform lives and strengthen communities. On behalf of the entire social work faculty, welcome to the BSW Program. We look forward to partnering with you as you begin your journey toward becoming a professional social worker and future leader in the field.

Sincerely,

Kim S. Downing, Ph.D., LCSW, ACSW
Professor/BSW Program Director

Elizabeth City State University
BSW Program

HANDBOOK FOR SOCIAL WORK STUDENTS
2025 – 2027

Purpose of the Handbook

The purpose of the Social Work Student Handbook is to orient students pursuing the Bachelor of Social Work (BSW) degree to the Social Work program at Elizabeth City State University (ECSU). The handbook serves as a resource to help students understand the program's mission, policies, expectations, and academic requirements. Specifically, it provides information on the following:

- Mission of the BSW Program
- Goals of the BSW Program
- CSWE Competencies
- Admission and Academic Requirements
- Academic Advisement
- Curriculum
- Student Organizations
- Grievance and Appeal Procedures
- Student Support Services
- Professional Involvement Opportunities
- Policies and Procedures
- Documents for Effective and Ethical Social Work Practice

This handbook serves as an important resource to assist students in understanding and meeting the requirements for the BSW degree. It is intended to complement, not replace, the current ECSU Catalog or other official university publications.

Social work students are encouraged to refer to the current University Catalog and the Social Work Field Education Manual for additional information regarding university policies, academic requirements, and program expectations. Students are responsible for familiarizing themselves with and adhering to the policies, procedures, and standards outlined in these resources, including this handbook. If you have any questions or need clarification, please contact your social work advisor or any member of the BSW Program faculty.

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BSW Program
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CHAPTER ONE

Overview of the BSW Program

Brief History of the ECSU Social Work Program

The Social Work program at ECSU has a long and distinguished history of preparing students for professional practice. The program was established in 1972 as a Sociology/Pre-Social Work curriculum, and the first cohort graduated in 1974 with a Bachelor of Arts degree in Sociology/Pre-Social Work. During the 1980s, the curriculum evolved into a Sociology/Social Work program, continuing to prepare graduates for careers in human services while awarding the Bachelor of Arts degree.

In June 2000, the University of North Carolina Board of Governors approved ECSU's proposal to offer the Bachelor of Social Work (BSW) degree. During the 2000–2001 academic year, social work faculty and staff, in collaboration with the Council on Social Work Education (CSWE), began the process of seeking national accreditation. The program was granted candidacy status by CSWE in 2002 and achieved full accreditation in June 2007. Since that time, the BSW Program has maintained its accredited status through the CSWE reaffirmation process, demonstrating its ongoing commitment to academic excellence, continuous improvement, and the preparation of competent, ethical, and culturally responsive professional social workers.

Mission Statement of the Social Work Program

The mission of the Social Work Program is to prepare competent, effective, and professional social workers who promote human and community well-being. The program emphasizes service delivery to individuals, families, groups, organizations, and communities, with particular attention to the needs of rural and developing communities. Grounded in scientific inquiry and human rights principles, the program prioritizes vulnerable populations and is guided by a person-in-environment perspective within a global context. Through these commitments, the program fosters hope, a sense of individual belonging, and sustainable social change.

The Social Work Program prepares students with the knowledge, values, skills, and cognitive and affective processes necessary for competent, ethical, and effective generalist practice, with particular emphasis on serving rural and developing communities. These communities often experience disparities related to social, economic, environmental, political, cultural, and educational conditions. Common challenges may include persistent poverty, unemployment and underemployment, limited access to affordable housing, homelessness, shortages of behavioral health and human service professionals, inadequate healthcare resources, transportation barriers, and inequitable educational and economic opportunities.

Through mastery of specific competencies and behaviors, students are uniquely prepared to effectively and ethically serve diverse populations in these communities and other contexts. Students are also prepared to engage in practices that demonstrate their commitment to the eradication of poverty, unemployment, discrimination, oppression, and other forms of social injustice, as well as the commitment to continuous professional growth and lifelong learning.

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Goals of the Social Work Program

The Social Work Program goals are derived from the program's mission. Therefore, the Social Work Program has the following four goals:

Goal 1	To prepare students to practice ethically and competently as generalist practitioners with individual, families, groups, organizations, and communities.
Goal 2	To prepare students to engage with diverse populations to advance human rights and promote social, economic, and environmental justice in rural, developing, and global communities.
Goal 3	To provide practice opportunities for students to serve the community.
Goal 4	To prepare students for graduate study and lifelong learning.

CSWE Competencies

The Council on Social Work Education (CSWE) is the accrediting organization for programs in social work education. Therefore, the Social Work Program utilizes the CSWE's competencies outlined in the 2022 Educational Policy and Accreditation Standards (EPAS). Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components (CSWE, 2022).

The pre-professional, professional foundation, and social work elective courses are intentionally designed to support the development and mastery of the nine CSWE competencies. Throughout the curriculum, students acquire and demonstrate these competencies through a variety of learning experiences, including lectures, class discussions, case studies, role plays and simulations, video analysis, service-learning activities, assigned readings, written assignments, presentations, and supervised practice experiences with individuals, families, groups, organizations, and communities.

The integration of these educational experiences ensures that students develop the knowledge, values, skills, and cognitive and affective processes necessary for competent, ethical, and effective generalist social work practice. The nine CSWE competencies are listed below.

CSWE Competencies Outlined in the 2022 EPAS

Competency 1	Demonstrate Ethical and Professional Behavior
Competency 2	Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3	Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4	Engage in Practice-informed Research and Research-informed Practice
Competency 5	Engage in Policy Practice
Competency 6	Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7	Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8	Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Definition of Social Work

Social work is a profession for those with a strong desire to help improve people's lives. Social workers assist people by helping them cope with issues in their everyday lives, deal with their relationships, and solve personal and family problems. (National Association of Social Workers [NASW], n.d.)

Definition of Generalist Social Work Practice

The BSW Program at ECSU adopts the Council on Social Work Education (CSWE) definition of Generalist Practice (CSWE, 2022 EPAS, p.17).

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

Definition of Rural Social Work Practice

The Social Work program at ECSU places emphasis on knowledge, values, and skills essential for practice with individuals, families, groups, organizations, and communities in the rural context. According to the Social Work Dictionary, 6th Edition, rural social work is “social work practice oriented to helping people who have unique problems and needs arising out of living in agricultural, non-metropolitan, or sparsely populated areas

or small towns. These people face many of the same problems and needs as do urban clients; in addition, they often encounter difficulties because of limited services and resource systems, are less accepting of any variations from the social norms prevalent in the area and have fewer educational and economic opportunities” (Barker, 2014, p. 377).

CHAPTER TWO

BSW Program Curriculum

Purpose of Social Work Curriculum

The BSW Program at ECSU offers a coherent and integrated curriculum that combines classroom instruction with supervised field education to prepare students for competent, ethical, and effective generalist social work practice. The curriculum is grounded in the program's mission and goals and is designed to prepare graduates for entry-level professional practice with individuals, families, groups, organizations, and communities. Guided by the person-in-environment perspective and a global understanding of social issues, the curriculum places particular emphasis on addressing the strengths, needs, and challenges of rural and developing communities.

The curriculum provides students with opportunities to integrate theory and practice through experiential learning, community engagement, and field education. These experiences enable students to apply social work knowledge, values, ethics, and skills in real-world settings while developing the competencies required for professional practice. To earn the BSW degree, students must successfully complete 120 credit hours and all curriculum requirements.

Liberal Arts and General Education Courses

The Social Work curriculum consists of liberal arts and general education courses. The liberal arts and general education courses selected as part of the BSW curriculum support the professional curriculum by preparing students to write and speak well through the development of basic and intermediate writing skills including mechanics, sentence clarity, coherence, organization and vocabulary; and to engage with and understand the vast and varied experiences of people from diverse social, economic, cultural, political, and religious groups.

The liberal arts and general education courses also prepare students for critical thinking and problem solving. These courses are taken primarily during the first and second semesters of the freshman and sophomore years. This foundational knowledge is critical for students pursuing this discipline as the professional practice of social work requires good communication skills, respect for diversity and difference, compassion, empathy, critical thinking, problem-solving, and self-awareness.

The professional practice of social work also requires knowledge and understanding of human development and behavior across the lifespan as well as knowledge and understanding of the social problems and major social institutions that impact individuals and families. The liberal arts and general education courses that support the Social Work curriculum are categorized in the following areas: Composition, Fine Arts and Communications, Social and Behavioral Sciences, and Natural Sciences and Mathematics.

Pre-Professional Social Work Courses

The Pre-Professional and Professional Foundation Social Work courses that also make up the BSW curriculum are organized in a sequential manner to build upon and/or to complement one another. The Pre-Professional classes are intentionally designed to introduce students to the profession's history, its mission, and the roles and responsibilities of the profession as well as the core values that underpin the profession, the beginning skills of helping and problem solving, the dimensions of human diversity, the social welfare system and services, and human development and behavior.

Structuring the Pre-Professional courses in this manner is based upon the belief that competencies are developed with knowledge first, then by application of the knowledge, which means that students progress at each level of the curriculum from knowing to doing. Therefore, the Pre-Professional Social Work courses are offered during the first and second semesters (Fall and Spring) of the Sophomore year.

Pre-Professional Social Work Courses			
Course Prefix	Course Number	Course Title	Credit Hours
SOWK	205	Introduction to Social Work	3
SOWK	210	Fundamentals of Interviewing	3
SOWK	220	Human Diversity	3
SOWK	247	Rural Social Work Practice	3
SOWK	250	Introduction to Social Welfare Policy	3
SOWK	260	Human Behavior and the Social Environment I: Infancy through Adolescence	3
Total Credit Hours			18

Professional Foundation Social Work Courses

The Professional Foundation courses are designed to reinforce and build upon the Pre-Professional Social Work courses. These courses reinforce and expand students' knowledge and practice skills in the areas of values and ethics, human diversity, social welfare policy, human behavior, research and direct social work practice with individuals, families, groups, organizations, and communities. Specifically, the Professional Foundation Social Work courses prepare students to make ethical decisions by applying the NASW Code of Ethics in direct practice with all size systems.

Students also learn to apply various theoretical frameworks and to use the Generalist Intervention Model (GIM) as they work with diverse individuals, families, groups, organizations, and communities. In addition, they learn to apply critical thinking to identify, analyze, formulate, and advocate for policies that advance human rights and promote social, economic, and environmental justice.

Professional Foundation Social Work Courses 2016 – 2017 Catalog			
Course Prefix	Course Number	Course Title	Credit Hours
SOWK	346	Statistics in Social Work	3
SOWK	367	Social Work Practice I: Individuals, Families and Groups	3
SOWK	370	Social Welfare Policy	3
SOWK	372	Human Behavior/ Social Environment II	3
SOWK	390	Research Methods in Social Work	3
SOWK	443	Social Work Practice II: Organizations and Communities	3
SOWK	444	Social Work Field Experience and Seminar I	6
SOWK	445	Social Work Field Experience and Seminar II	6
Total Credit Hours			30

Field Education and Seminar

Field Education is considered the “signature pedagogy” of social work education. This designation reflects its central role in how accredited social work programs prepare students for professional practice by socializing them into the practitioner role. Field Education fosters the development of competent and effective generalist practitioners through structured, experiential learning.

As such, the curriculum is intentionally designed, sequenced, and timed to ensure that students complete foundational coursework prior to entering field placement. These courses provide essential knowledge in social work values and ethics, human diversity, human behavior, social, economic, and environmental justice, research, social policy, and generalist social work practice. Students then apply this knowledge, along with associated skills and values, in their field experiences (internships), working with micro, mezzo, and macro systems. In doing so, they bridge classroom learning with direct practice experience involving real clients in agency settings.

The seminar component of field education meets weekly and provides a structured space for integration and reflection. Students engage in interactive discussions focused on generalist practice opportunities (GPOs) completed at their agencies, theoretical interventions used with clients, assigned textbook content, and other issues relevant to their field placements. In addition, students complete bi-weekly activity journals and process recordings (one to two per semester) that document their GPOs and the theories applied in practice.

In the field setting, students actively engage with clients and implement interventions under the supervision of field instructors. These instructors provide weekly supervision, guidance, and feedback to support student learning and professional development. Students gain experience working across systems of varying size, while field instructors monitor their progression toward becoming competent generalist social work practitioners.

The primary focus of the seminar course is to support and assess students’ ability to integrate theory with practice and connect classroom learning to field experiences. Students are formally evaluated at midterm and at the end of each academic semester. At the start of each semester, they complete a learning contract outlining the competencies and associated practice behaviors, with the expectation that all nine competencies will be achieved by the end of the academic year.

Name: Banner ID: Catalog Entry Date:

Health and Human Studies

Plan of Study

Degree: Bachelor of Social Work (B.S.W)

YEAR 1

FALL	CR	GR	SPRING	CR	GR
UNIV 110 - Freshman Seminar I	1		UNIV 120 - Freshman Seminar II	1	
ENGL 102 - English Comp and Grammar	3		ENGL 103 - English Comp and Vocabulary	3	
HLTH 185 - Health Concepts	2		BIOL 100 - Principles of Biological Sci	3	
PE - Physical Education Activity Courses	1		BIOL 100 L - Principles of Biological Sci Lab	1	
MATH 115 - College Algebra	3		ECON 201 - Principles of Economics I	3	
Fine Arts / C	3		Related Area Course		
HIST 141 - His of World Civilization	3		SOC 201 - Introduction to Sociology	3	
TOTAL	16		TOTAL	14	

YEAR 2

FALL	CR	GR	SPRING	CR	GR
ENGL 201 - World Literature I	3		SOWK 247 - Rural Social Work Practice	3	
SOWK 205 - Introduction to Social Work	3		SOWK 250 - Introduction to Social Welfare	3	
SOWK 210 - Fundamentals of Interviewing	3		SOWK 260 - Hum Behav/Soc Envir I	3	
SOWK 220 - Human Diversity	3		POLS 298 - American National Government/BFIN 210	3	
SPAN 101 - Elementary Spanish I	3		Related Area Course		
			PSY 212 - General Psychology	3	
			Complete Admission's Process		
TOTAL	15		TOTAL	15	

YEAR 3

FALL	CR	GR	SPRING	CR	GR
SOWK 346 - Statistics in Social Work	3		SOWK 390 - Research Methods	3	
SOWK 367 - Soc Work Prac I: Indiv, Fam & Groups	3		SOWK 443 - Soc Work Prac II: Organ & Comm	3	
SOWK 370 - Social Welfare Policy	3		Elective -	3	
SOWK 372 - Hum Behav/Soc Envir II	3		Elective -	3	
Related Area Course			Elective -	3	
SOC 305 or HIST 250	3				
TOTAL	15		TOTAL	15	

Year 4

FALL	CR	GR	SPRING	CR	GR
	6-				
SOWK 444 - Social Work Field Exp & Sem I	Jan		SOWK 445 - Social Work Field Exp & Sem II	6	
Elective -	3		Elective -	3	
Elective -	3		Elective -	3	
Elective -	3		Elective -	3	
TOTAL	15		TOTAL	15	

***Students must earn a "C" or higher in all Social Work Core Courses**

CHAPTER THREE

Social Work Program Admission

Admission to Social Work Program

The BSW Program at ECSU has formal criteria and procedures it uses for admission. Students enrolled in all program options complete the same admission process. The admissions criteria and procedures support the mission and goals of the BSW Program. The Director of Social Work Admissions reviews and evaluates student admission applications.

Admissions Criteria

All students admitted into the Social Work Program must complete the following:

- Officially select Social Work as their major.
- Apply for admission by completing the application during the Spring semester of the sophomore year. The Application is a Microsoft Word Document that is housed in the Social Work Program Meetings Canvas shell.
- Transfer students that are admitted during the summer session and transfer in the first three 200-level courses, apply for admission by completing the application at the end of the 2nd 5-week summer session after passing the last three 200 level courses with a C or higher and earning at least a 2.50 GPA.
- Submit two (2) Letters of Recommendation (professional references - teacher, clergy, counselor or other professionals in the human services field).
- Completion of ENGL 102 and ENGL103, SOC 201, PSY 212, and six 200-level Social Work courses (SOWK 205, 210, 220, 247, 250 and 260).
- Earn a "C" grade or higher in ENGL 102 and 103 and social work courses.
- Complete a written Personal Statement.
- Receive a score of 80 or higher on the Personal Statement.
- Earn a cumulative GPA of 2.50 or higher.
- Agree to abide by the University and Program policies, CSWE 2022 EPAS, and National Association of Social Workers (NASW) Code of Ethics.

Liberal Arts and GE Courses Required for Admission

The Liberal Arts and GE Course requirements are:

Course Number	Course Name
ENGL102	English Composition and Grammar
ENGL103	English Composition and Vocabulary
PSY 212	General Psychology
SOC 201	Introduction to Sociology

Pre-Professional Social Work Courses Required for Admission

The criteria for admission to the Social Work Program include:

- Completion of required Pre-Professional courses.
- Students in the Social Work Program must earn a “C” or higher in the Pre-Professional social work courses and maintain a minimum cumulative Grade Point Average of 2.50 or higher.

The Pre-Professional Social Work courses that must be completed before students can be fully admitted into the Social Work Program and enroll in Professional Social Work courses are:

Course Number	Course Name
SOWK 205	Introduction to Social Work
SOWK 210	Fundamentals of Interviewing
SOWK 220	Human Diversity
SOWK 247	Rural Social Work Practice
SOWK 250	Introduction to Social Welfare
SOWK 260	Human Behavior and the Social Environment I: Childhood through Adolescence



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Application Procedures for Admission to the Social Work Program

- Students in the Social Work Program are notified about the Application Process through announcements in the social work pre-professional courses, posted notices, academic advisement, Handbook for Social Work Students, and Web Announcements.
- Students are informed about the Application Process during academic advising and in the 200-level courses.
- Applications packets are housed in the Social Work Program Meetings Canvas shell.
- Students are required to complete the Application for Admission to the Social Work Program and two letters of references.
- Only completed applications will be reviewed by the Director of Social Work Admissions.
- Students are notified via email by the Director of Social Work Admissions that their application packet is deemed incomplete.

Transfer Admittance Criteria

Transfer students are required to meet the same admission criteria and standards as all other applicants to the Social Work Program.

Additional requirements for transfer students include:

- Students entering the program during the summer session following their sophomore year must complete the remaining 200-level social work courses (SOWK 247, SOWK 250, and SOWK 260) during the summer term.
- Upon successful completion of these courses with a grade of C or higher and attainment of a minimum cumulative GPA of 2.50 for the summer session, students may submit their application for admission to the Social Work Program.
- Because faculty members are not under contract during the summer months, the Program Director is responsible for administering the admission process, including the review and evaluation of the applicant's personal statement and completed application materials.

Personal Statement

As part of the admissions criteria, the Social Work Program requires students to submit a Personal Statement.

- The Personal Statement provide applicants the opportunity to address their goals and aspirations, personal strengths and challenges, social problems concerns, general knowledge of social work, knowledge regarding ethical dilemmas, and other characteristics that are relevant to the social work profession.

- Students address questions using a Microsoft form.
- The Director of Admission reviews and scores all applications. Students that do not earn at least 80 points will meet with the Director of Social Work Admissions to receive specific feedback and then they will respond to a different set of questions.
- Personal Statements can be submitted a total of three times.
- Each Personal Statement is evaluated using a rubric to assess the applicant's written communication skills and the congruence of the students concerns, interests, motivations, experiences, goals, aspirations, strengths and challenges associated with associated with the social work profession.
- During the summer process, the Program Director will be responsible for administering the admission process, including the review and evaluation of the applicant's personal statement and completed application materials.

Non-discrimination Statement

As part of the application process, all students are required to acknowledge and uphold the program's non-discrimination policy, which states:

"The Social Work program does not discriminate on the basis of race, color, ethnicity, national origin, age, gender, gender identity or expression, sexual orientation, disability, political affiliation, religion, or socioeconomic status. The program is committed to fostering a learning environment that embraces fairness, respect, and belonging to eliminate all forms of maltreatment."

This acknowledgment reinforces the program's mission to prepare students for ethical and culturally responsive social work practice with all people.

Policy for Evaluating Applications and Notifying Applicants

All applications for Admission to the Social Work Program are evaluated through a formal review process by the Director of Social Work Admissions and notification letters are sent via email to the students within 35 days from the submission of the application.

Procedures for Evaluating Applications

- The application packets are as a Microsoft form and reviewed by the Director of Social Work Admissions.
- The Director of Social Work Admissions reviews each application based on the admissions criteria including select social work as the major; completion of required courses with the appropriate grade; 2.50 or higher cumulative GPA; and two letters of references.
- The Director of Social Work Admissions uses a rubric to evaluate and score the Personal Statement to assess the applicant's written communication skills and the congruence of the students' interests, motivations, experiences, goals, aspirations, strengths and challenges associated with the values and goals of the social work profession and the Social Work Program
- The Director of Social Work Admissions notify each applicant in writing via email providing a formal letter of the admission decision within 35 days.

The Director of Social Work Admissions uses a rubric in the application review process to score the Personal Statement. The Application Review Committee evaluates the applicant's written communication skills and the congruence of the applicant's concerns, interest, goals, ambitions, and experiences to the values and goals of the social work profession and the Social Work Program.

- Applicants can earn 22.5 points on each of the areas that are evaluated and 10 points for the two letters of reference.
- The areas on the rubric equal a total of 100 points.
- A score of 80 or above indicates that the Personal Statement was approved. This score indicates that the applicant is able to articulate ideas and thoughts in writing as demonstrated by the organization of the paper, sentence structure, grammar and spelling, use of punctuation, and paragraph formation.
- A score less than 80 indicate that the applicant has demonstrated challenges in written communication (e.g., errors in spelling, grammar, punctuation, or sentence structure). Students who receive less than 80 points must rewrite their Personal Statement.

Notification of Admission Decision

The Director of Social Work Admissions notifies students of the decision within 30 days after the completion of the application. Notification is given to the student via email. Students are required to meet with their academic advisor if concerns about the decision exist. The three types of Notifications involved in the Admission Process are listed below:

Types of Admission Notifications

- Fully Accepted Notification indicates that students have successfully met all admission criteria without stipulation.
- Conditionally Accepted Notification indicates that students have not met all of the admission criteria. The Director of Social Work Admissions will notify the student of additional requirements not met by the process (e.g. completion of required coursework or increase cumulative GPA, etc). Students will have one semester to change from provisional status to fully accepted in the Social Work Program.
- Denied Notification indicates that students do not meet the criteria for admission. Students who are denied in this process may appeal the decision in accordance to Social Work Program Policies and Procedures.

See pages 38 – 42 for a copy of the Application and Rubric

<http://blog.extended-vehicle-warranty.com/blog/13-reasons-your-aftermarket-automobile-warranty-claim-might-be-denied>

CHAPTER FOUR

Social Work Program Policies and Procedures

The following policies and procedures are implemented in the Social Work Program at Elizabeth City State University. These policies and procedures include the following:

Social Work Program Policies

- Students are required to apply for Admission to the Social Work Program.
- The Social Work Program does **not** grant social work course credit for life experiences or previous work experiences.
- Students employed in human service agencies may be allowed to complete their internships in their place of employment. Each application is reviewed independently.
- A student enrolled in the Social Work Program and withdraw for any reason for more than two consecutive semesters are required to follow the regular policies and procedures for readmission to the program.
- Courses taken in excess of seven years where a BSW Degree in Social Work was not earned or awarded may not be used toward graduation and must be repeated.

Transfer of Credit Policy

The Social Work Program adheres to the guidelines established by the University concerning acceptance of transfer credits for non-social work courses. The policy states “The transcripts of each individual student accepted for transfer will be evaluated in relations to the requirements of the specific academic program for which they are applying.” Courses to be transferred must be equivalent to respective courses in degree programs at Elizabeth City State University. Credits will not be granted automatically for correspondence courses. Courses graded less than a “C” will not be accepted for transfer credit.

Admission: Transfer Students or Advanced Standing

1. The Admissions Office will consider applications from students seeking to transfer from junior and/or community colleges or four-year colleges and universities accredited by their respective regional associations if the applicants have an overall cumulative GPA of 2.0 (C) or above in the institution from which they are transferring and if they are eligible to return to that institution.
2. Each transfer applicant must provide official transcripts covering all college work attempted. College courses that have not been completed within the last seven years may need to be reviewed by your academic program of study to determine transferability for transfer credit.
3. Transcripts will be evaluated in relation to the requirements of the specific academic program for which the student is accepted.
4. Grades less than "C" will not be accepted for transfer credit.
5. Students who have been placed on academic probation at their institutions but who are eligible to return to that institution will be considered for admission with the same status at Elizabeth City State University. Students who have been dismissed or suspended for disciplinary reasons from their institutions will not be permitted to enroll at ECSU.
6. Prospective students who have attended an accredited college but who have earned less than 24 semester hours of transferable credit must meet the freshman admission requirements. Also, the students must be eligible to return to the previous institution. Therefore, a transfer clearance form must be submitted by all applicants.

It is the policy of the Social Work Program to accept eligible transfer coursework to minimize the duplication of foundational social work content and prevent students from repeating equivalent 200-level courses. However, the program does not guarantee that social work courses transferred from another institution or degree program will automatically satisfy ECSU Social Work Program requirements.

To be considered for transfer credit, social work courses must be comparable in content and learning outcomes to the corresponding ECSU course, as determined through a review of the course description and, when necessary, the course syllabus. Additionally, transferred social work courses must have been completed within the past seven years. Courses completed more than seven years prior to admission will be considered stale and will not be accepted as substitutes for required social work coursework.

The Social Work Program does not award credit for courses completed through non-accredited social work programs. Furthermore, all students must complete a minimum of 20 credit hours of professional social work coursework at ECSU, including upper-level (300 and 400-level) social work courses and both SOWK 444 and SOWK 445: Field Education and Seminar I and II. This residency requirement ensures that students receive sufficient instruction in the program's curriculum, professional competencies, and field education expectations.

The Social Work Program does **not** grant social work course credit for life experience and previous work experience.

Transient Credit Course Policy

The Social Work Program adheres to the University Policy regarding Transient Credit Course Work from another institution.

“I” Grade Policy

Students in the Social Work Program are not allowed to receive an “I” grade for Field Experience and Seminar I and II unless there are extremely extenuating circumstances.

- SOWK 444 - Social Work Field Experience and Seminar I
- SOWK 445 – Social Work Field Experience and Seminar II

Academic Performance:

The Social Work Program adheres to the guidelines of the University for evaluating students' academic performance.

Social Work Program Policy:

The Social Work Program grading system is consistent with the University grading system, which utilizes grades of A, B, C, D, and F.

However, the program has additional requirements. All students enrolled in the Social Work Program are evaluated based on their academic performance and must meet the following requirements:

- Earn a grade of “C” or higher in all pre-professional and professional social work courses.
- Maintain a minimum cumulative GPA of 2.50 throughout the Social Work Program.
- Achieve a cumulative GPA of 2.50 or higher to be eligible for enrollment in SOWK 444: Field Education and Seminar I and SOWK 445: Field Education and Seminar II.

Social work faculty evaluate students' academic performance using a variety of assessment methods, including quizzes, tests, midterm and final examinations, research assignments, oral and written presentations, role-plays, and group activities.

Students enrolled in SOWK 444: Field Education and Seminar I and SOWK 445: Field Education and Seminar II are evaluated on both their academic and professional performance. Assessment methods include written seminar assignments, oral agency presentations, bi-weekly reflective journals, participation in seminar discussions, and performance in their field placement agencies. Field instructors and faculty liaisons evaluate students' progress in demonstrating the social work competencies established by the program and CSWE.

Professional Performance:

The Social Work Program adheres to the guidelines of the University for evaluating students' professional performance, Student Code of Conduct.

Social Work Program Policy:

Students enrolled in the Social Work Program are expected to demonstrate professional behavior consistent with the values, ethics, and standards of the social work profession. Professional performance is evaluated in classroom, field education, and co-curricular settings and includes conduct, communication, ethical behavior, respect for others, accountability, and adherence to professional standards. Failure to adhere to professional behavior could result in the student being dismissed from the course and having to repeat it and/or suspended or dismissed from the Social Work Program.

The professional performance of social work students is evaluated through a variety of classroom, field, and experiential learning activities designed to assess the integration and application of social work knowledge, values, ethics, and practice skills.

In the classroom and other educational settings, students are evaluated through observations of role-plays, simulations, group projects, class discussions, case analyses, and other experiential learning activities. Faculty assess students' ability to apply social work theories and practice models, engage in critical thinking and ethical decision-making, communicate effectively, demonstrate cultural humility and responsiveness, collaborate with others, and exhibit professional behavior consistent with the values and ethical standards of the social work profession.

In addition, students' professional performance may also be evaluated through their participation in student organizations, volunteer activities, and other activities on campus. In these settings, students are expected to demonstrate professional behavior, ethical conduct, respectful communication, and adherence to the values and standards of the social work profession.

Students enrolled in SOWK 444: Field Education and Seminar I and SOWK 445: Field Education and Seminar II are evaluated on both their academic and professional performance. Assessment methods include written seminar assignments, oral agency presentations, bi-weekly reflective journals, participation in seminar discussions, and performance in their field placement agencies. Field instructors and faculty liaisons evaluate students' progress in demonstrating the social work competencies established by the program and the CSWE.

Professional performance in the field is assessed through direct observation, supervisory conferences, evaluation of practice activities, documentation, professional interactions, ethical conduct, and successful completion of learning objectives identified in the Learning Contract.

Students are expected to demonstrate increasing levels of competence, professionalism, self-awareness, and responsibility throughout their field education experience.

Professional performance is assessed using criteria that may include, but are not limited to:

- Demonstration of professional conduct and integrity.
- Adherence to the principles and standards outlined in the Social Work Code of Ethics.
- Respectful and professional interactions with peers, faculty, clients, and community partners.
- Effective oral, written, and interpersonal communication skills.
- Ability to receive, integrate, and apply constructive feedback.
- Timeliness, preparedness, attendance, and reliability in meeting academic and field responsibilities.
- Critical thinking, problem-solving, and professional judgment in practice situations.
- Demonstrate the ability to separate personal values and biases and their impact on professional practice.
- Demonstration of cultural competence, cultural humility, and commitment to diversity, equity, and inclusion.
- Appropriate use of supervision and consultation in professional settings.

Termination from the Program

The Social Work Program is committed to preparing competent, ethical, and professional social workers who uphold the values and standards of the profession. Students are expected to demonstrate academic achievement, ethical conduct, professional behavior, and personal suitability for social work practice throughout their enrollment. Failure to meet the program's academic, professional, or ethical expectations may result in termination from the Social Work Program. Decisions regarding termination are made through a fair and consistent review process designed to protect the integrity of the profession and the well-being of the individuals, families, groups, organizations, and communities served by future social workers.

Code of Conduct (listed on each syllabus)

University Policy on Academic Honesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

- **Plagiarism** is presenting another person's work as one's own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student's work as one's own.
- **Cheating** involves giving or receiving unauthorized assistance before, during or after an examination.
- **Unauthorized Collaboration** is Submission for academic credit for a work, product or a part thereof, represented as being one's own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.
- **Falsification** is a violation to misrepresent material or fabricate information in an academic exercise or assignment.
- **Multiple Submissions** are a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of

research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

Social Work Program

Student Conduct and Professional Ethics

- Respect Self, Fellow Classmates, and the Professor
- Professionalism, ethical behavior, respect, and integrity are all central to the Social Work Profession
- Students are expected to conduct themselves professionally and in accordance with the Social Work Program, the University, CSWE 2022 EPAS, and the NASW Code of Ethics. Students are expected to demonstrate the *professional use of self* by respecting diversity of thought, values, belief systems, and the learning environment.
- Failure to adhere to Professional behavior could result in the student being dismissed from the course and having to repeat it and/or suspended or dismissed from the Social Work program.

The social work profession requires a high standard of professional conduct and adherence to a code of ethics. Students who plan to enter the field of social work must demonstrate fitness for the profession, be prepared and willing to adhere to these guidelines, and are thus held to the following standards of conduct:

Students in the Social Work Program are expected:

- To adhere to the University Code of Conduct as described in the Student Handbook.
- To adhere to the NASW Code of Ethics.
- To adhere to the CSWE 2022 EPAS with special attention to Competency 1: Demonstrate Ethical and Professional Behavior.
- To demonstrate honesty and integrity in the classroom, in written work, as well as interactions with peers, faculty, and staff.

Students can be suspended or dismissed from the Social Work Program for the following:

- Academic Dishonesty.
- Demonstrating disrespectful behavior in the classroom towards faculty or other students to include cursing or abusive language.
- Demonstrating behavior that reflects disrespect for others and a judgmental attitude.
- Demonstrating disrespect for human diversity and difference.

Policy regarding appropriate use of Artificial Intelligence (AI)

Policy Purpose:

This policy outlines expectations and guidelines for the responsible use of artificial intelligence (AI) tools to support learning, academic integrity, and ethical conduct.

Definition of AI Tools

AI tools include, but are not limited to, software or platforms that generate, summarize, translate, code, solve problems, or provide writing assistance based on user input. Examples include ChatGPT, Grammarly, GitHub Copilot, Google Gemini, and other generative AI systems.

Acceptable Use of AI Tools

Students may use AI tools under the following conditions:

- Instructor Permission: Use of AI tools is permitted only if explicitly allowed by the course instructor.
- Learning Support Only: AI may be used for study support, brainstorming, or language refinement when allowed, but not for completing graded assignments unless stated otherwise.

- **Attribution:** If AI-assisted content is used in an assignment, students must clearly disclose:
- Disclosure is required when AI is used to make corrections or revisions to a paragraph or more within the work. Minor grammar or sentence structure adjustments do not need to be cited.
 - The tool used (e.g., “Assisted by ChatGPT”)
 - The extent and purpose of its use (e.g., “Used to revise grammar in one paragraph”)

Prohibited Uses

- Students must not use AI tools in the following ways:
- Submitting AI-generated work as their own, including essays, reports, code, or exam answers unless explicitly permitted.
- Using AI during exams, quizzes, or closed-book assessments, unless accommodations are provided and approved.
- Bypassing learning through over-reliance on AI for critical thinking or academic work.
- Falsifying data or citations generated by AI tools.

Academic Integrity

Use of AI in violation of this policy is considered academic misconduct and may result in:

- A failing grade for the assignment
- A formal academic integrity violation
- Disciplinary action according to the institution's Academic Integrity Policy

Suspension and Dismissal from the Social Work Program

The Social Work Program is committed to maintaining high academic, ethical, and professional standards consistent with CSWE 2022 EPAS and NASW Code of Ethics. Students are expected to demonstrate academic competence, professional behavior, and ethical conduct throughout their enrollment in the program. Failure to meet these expectations may result in suspension or dismissal from the Social Work Program.

Academic Dishonesty

Students may be suspended or dismissed from the Social Work Program for academic dishonesty. The following actions are examples of academic dishonesty and as such, are prohibited in the Social Work Program. These actions include plagiarism, collusion, cheating, impersonation, and presentation of research papers and other projects completed by others as one's own work.

Unprofessional Conduct

Students may be subject to disciplinary action for behaviors including, but not limited to:

- Demonstrating disrespectful behavior toward faculty, staff, peers, field instructors, clients, or community partners.
- Using profanity, abusive, threatening, or inappropriate language in the classroom, field placement, or other professional settings.
- Demonstrating disrespect toward human diversity or engaging in discriminatory, biased, or prejudicial behavior.
- Maintaining a consistently judgmental, hostile, or disrespectful attitude toward others.
- Engaging in behavior that is inconsistent with the ethical standards of the social work profession.

Professional Performance Standards

To remain in good standing, students are expected to demonstrate the professional behaviors required for competent social work practice. Student social workers must:

- Develop and maintain effective professional relationships with others.

- Demonstrate empathy, respect, cultural humility, and a nonjudgmental attitude when working with individuals from diverse backgrounds, regardless of race, ethnicity, color, age, sex, gender identity or expression, sexual orientation, religion, disability, immigration status, socioeconomic status, political ideology, or other aspects of identity.
- Exercise sound judgment regarding their own behavior and the behavior of others.
- Communicate effectively in both oral and written forms.
- Demonstrate emotional stability and appropriate professional boundaries in interactions with others.
- Accept and appropriately respond to constructive feedback.
- Interact with faculty, peers, clients, and community members in a respectful and professional manner.
- Conduct themselves in a manner consistent with the NASW Code of Ethics and the values of the social work profession.

Programmatic Suspension or Dismissal

Students may be suspended or dismissed from the Social Work Program for academic or professional reasons.

Academic Reasons

- Failure to maintain a minimum cumulative GPA of 2.50 or higher.
- Failure to earn a grade of C or higher in any required social work course.
- Failure to successfully complete a social work course after three attempts, in accordance with University policy.

Professional reasons

- Violation of the University's Academic Integrity Policy.
- Violation of the NASW Code of Ethics or the Social Work Program's professional conduct standards.
- Repeated unprofessional behavior following placement on program probation or suspension.
- Continued demonstration of unprofessional behaviors, including but not limited to rudeness, argumentative behavior, aggression, hostility, persistent negativity, lack of professionalism, or conduct that interferes with the learning environment or professional practice.
- Failure to demonstrate the professional competencies and behaviors expected of social work students in the classroom, field education, or other program-related activities.

Failure to comply with the policies and expectations of the Social Work Program and/or the University's Student Code of Conduct may result in denial of admission, suspension, or dismissal from the Social Work Program.

The Social Work Program reserves the right to review any student behavior that raises concerns about academic performance, ethical conduct, professionalism, or suitability for the social work profession. Decisions regarding suspension or dismissal will follow established program and university policies and procedures, including appropriate due process.

Remediation:

- Students who are suspended from the Social Work Program for violations of academic, ethical, or professional standards may be required to complete a remediation plan before they are eligible to continue in the program. The remediation plan will be individualized based on the

nature and severity of the concern and may include, but is not limited to, professional development activities, reflective assignments, counseling or support services, additional supervision, or other corrective actions deemed appropriate by the Social Work Program.

- Successful completion of the remediation plan does not guarantee continued enrollment in the program. Students who fail to complete the required remediation or who continue to demonstrate behaviors inconsistent with the program's academic, ethical, or professional expectations may be subject to programmatic dismissal.
- Students dismissed from the Social Work Program for egregious violations of academic integrity, ethical standards, professional conduct, or behaviors that jeopardize the safety or well-being of others are not eligible for readmission to the program.

Grievance Policies and Procedures for Students in the Social Work Program

The Social Work Program complies with the University Guidelines on policies and procedures for grievances.

Grievance Process and Procedures Guidelines for Academic Performance

- Social work students who believe they have grounds for a grievance should make an attempt in good faith to resolve the problem through early informal discussion of the matter with the student academic, administrative, or staff member directly involved.
- The social work student may request a meeting with the professor (field liaison for Field Education and Seminar courses) to resolve the complaint.
- If the matter is not resolved at the Professor level, the student may request to meet with the Director of the Social Work Program to report the complaint. For Field Education and Seminar courses, the second step would be the Director of Field Education followed by the Director of the Social Work Program. The Director of the Social Work Program will advise the student of policies, procedures, and rights of those involved in the process.
- If the matter is not resolved at the Director level, the student may request to meet with the Chair of the Department to resolve the complaint.
- If the matter is not resolved at the Chair level, the student may request to meet with the Dean of the School to resolve the complaint.
- If the matter is not resolved at the Dean level, a student may request to meet with the Provost and Vice Chancellor of Academic Affairs to resolve the complaint. The Provost may convene the Academic Concerns Committee to review the student's complaint and make recommendations regarding its resolution.
- If the matter is not resolved at the Provost level, the student may request to meet with the Chancellor.

Grievance Process and Procedures Guidelines for Professional Performance

- Social work students who believe they have grounds for a grievance should make an attempt in good faith to resolve the problem through early informal discussion of the matter with the student academic, administrative, or staff member directly involved.
- The social work student may request a meeting with the professor (field instructor for Field Education and Seminar courses) to resolve the complaint.
- If the matter remains unresolved, the student may request a meeting with the Field Liaison (if the matter involves Field Education).
- If the matter remains unresolved, the student may request a meeting with the Director of Field Education (if the matter involves Field Education).

- If the matter is not resolved at the levels listed above, the student may request to meet with the Director of the Social Work Program to report the complaint. The Director of the Social Work Program will advise the student of policies, procedures, and rights of those involved in the process. Also, students will present their concerns to the social work faculty for review and consideration. The faculty will evaluate the complaint and provide a recommendation to the Director of the Social Work Program.
- If the matter involves an alleged violation of the University's Student Code of Conduct, the student will be referred to the Dean of Students Office for adjudication through the Student Conduct process. The outcome of that process may be considered in the Social Work Program's review and any subsequent decisions regarding the student's status in the program.
- If the matter is not resolved at the Director level, the student may request to meet with the Chair of the Department to resolve the complaint.
- If the matter is not resolved at the Chair level, the student may request to meet with the Dean of the School to resolve the complaint.
- If the matter is not resolved at the Dean level, a student may request to meet with the Provost and Vice Chancellor of Academic Affairs to resolve the complaint.
- If the matter is not resolved at the Provost level, the student may request to meet with the Chancellor.

Appeal of Termination from the Program

Students enrolled in the Social Work Program have the right to appeal any decision related to termination from the program. Students seeking to file an appeal must follow the procedures outlined below and adhere to all applicable University and Program policies governing appeals.

- If a concern is raised regarding ethical or professional behavior, the student will follow the steps outlined above to discuss the concern and potential consequences. The student and (identified party – faculty member, field instructor, or field liaison) will make a good-faith effort to resolve the matter through informal discussion.
- If the matter cannot be resolved informally, the next step is for the faculty member to present the concern to the social work faculty. Both the faculty member and student will be present to address the concern presented.
- The Director of the Social Work program will provide the student with a written response regarding the outcome of the faculty review within seven (7) business days.
- If the matter remains unresolved, the student may submit a formal written complaint and proceed to the next step in the grievance process by requesting a meeting with the Chair of the Department.
- If the matter remains unresolved at the department level, the student may request a meeting with the Dean of the School.
- If the matter remains unresolved at the Dean's level, the student may request a meeting with the Provost and Vice Chancellor for Academic Affairs.
- The Provost may choose to review and decide the matter directly or refer it to a committee composed of faculty representatives from across the University for review. The decision of the Provost or the committee shall be final.

Academic Advisement



The Purpose of Advisement

The purpose of Academic Advisement in the Social Work Program is to assist students to meet the curriculum requirements for graduation as established by the University. The Social Work Program maintains academic and professional advising policies and procedures that are consistent with university requirements. While faculty advisors provide guidance and support throughout a student's academic journey, each student is ultimately responsible for fulfilling all degree requirements and complying with university and program policies.

The University has established requirements for all faculty and staff who provide academic advising. Advisors are required to complete mandatory advisor training, and each academic department designates a lead advisor to coordinate advising activities. Academic advising occurs throughout a student's enrollment, with primary advising periods taking place during New Student and Transfer Student Orientation, fall and spring pre-registration, and the registration process. To support timely degree completion, each academic program provides a curriculum guide that outlines the recommended sequence and timing of course offerings.

Elizabeth City State University utilizes E4U, a comprehensive student success and advising platform, to facilitate academic advising. Through E4U, students can schedule appointments with their academic advisors, review advising notes, receive email and text reminders of upcoming appointments, and communicate with faculty regarding academic progress. The system also supports early identification of students who may be academically at risk, enabling advisors to provide timely interventions and connect students with appropriate campus resources.

In addition to academic advising, the Social Work Program refers students to campus support services based on their academic, personal, or professional needs. These services include the Counseling and Testing Center, which offers individual counseling, workshops, couples counseling, disability support services, and other resources designed to promote student well-being, academic success, and professional development.

Academic Advising

All new freshmen enrolled at ECSU receive academic advising through the Office of Student Success & Retention, with a focus on supporting the first-year experience. Beginning in their sophomore year, students transition to being advised by a full-time faculty member within the Social Work Program.

All social work majors will follow the same academic advising process. Each student will be assigned an academic advisor who will assist with course selection in alignment with the program's curriculum and Plan of Study (POS). Students will meet individually with their faculty advisor each semester to be enrolled in the appropriate courses.

Academic advising for both program options will include:

- Course planning based on the curriculum,

- Guidance on the Admission to the Social Work program and Field Education,
- Ensuring students meet the minimum 2.50 GPA required for enrollment in upper-level courses and admission to the program,
- Review of university graduation requirements,
- Review and monitor students' progress on completing POS and DegreeWorks,
- Support for other academic needs as they arise,
- Scheduled appointments in E4U which will send reminder emails and text messages regarding the appointments.

Professional Advising

Social work students receive professional advising exclusively from full-time faculty members within the Social Work Program. All advising faculty hold a Master of Social Work (MSW) from a CSWE-accredited program and possess credentials such as the Licensed Clinical Social Worker (LCSW) and/or a PhD/DSW.

Students enrolled in all program options follow the same professional advising structure. Each student is assigned a faculty advisor who provides both academic and professional advising. Formal advising sessions are held each semester, during which students meet individually with their advisor to select appropriate courses and discuss post-graduation plans, a MSW degree or entering the workforce. Professional behavior and conduct are also integrated into the curriculum through class discussions and are outlined in all course syllabi.

Professional advising for all program options will include:

- Planning for Field Education,
- Career Counseling for BSW level social workers,
- Preparing for graduate school, guidance regarding personal statement and letters of reference, and available funding.

Graduate School Preparation

- Advising on MSW program options and application timelines,
- Reviewing personal statements and letters of intent,
- Discussing funding opportunities and scholarships for graduate school.

Licensure Guidance

- Information on requirements for social work licensure for North Carolina and other states,
- Explaining the differences in state licensure requirements.

Ethical and Professional Development

- Discussions on NASW Code of Ethics,
- Advising on managing dual relationships, confidentiality, and self-care,
- Identifying signs of burnout and strategies for professional resilience.

Networking and Professional Involvement

- Encouraging participation in NASW, NABSW, and other professional organizations,
- Connecting students with alumni or mentors in the field,
- Recommending conferences, workshops, and training opportunities,
- Encouraging students to travel abroad,

- Encouraging students to participate in the Social Work program's Inter-University Student Led Conference.

Additionally, students have access to a variety of campus-based support services designed to meet their academic and personal development needs. These include the Student Counseling Center, Student Accessibility Services, and the Career Development Center.

Advising Process and Procedures

The Social Work Program follows a structured academic advising process to support student success and timely progression toward degree completion.

- Students declare social work as their major.
- Students are assigned a social work faculty advisor at the beginning of their sophomore year.
- During each advising period, faculty initiate an advising campaign through E4U, which sends advisees an invitation to schedule an advising appointment.
- Students use the E4U platform to schedule their advising appointments.
- During the advising meeting, the faculty advisor and student review the student's DegreeWorks audit to assess degree progress, identify any outstanding program and University requirements, and develop an appropriate course schedule for the upcoming semester.
- Upon completion of the advising session, the faculty advisor removes the student's advising hold and approves course registration.
- Students are required to meet with their assigned academic advisor and receive advising approval before registering for classes.
- Advising sessions provide students with an opportunity to discuss academic progress, career goals, field education planning, graduation requirements, and any questions or concerns related to their educational experience.
- Following each advising appointment, the faculty advisor documents the meeting, recommendations, and any action items in E4U to ensure continuity of advising and student support.

CHAPTER FIVE

Clubs and Organizations Information

COMMUNITY
SERVICE



All students have the right and opportunity to provide input regarding the implicit curriculum. The two main organizations supporting student engagement in the Social Work Program are the Social Work Club and the Social Work Honor Society. The Social Work Program ensures equitable and inclusive student representation by soliciting a representative from each club to ensure that the perspectives and needs of all students are represented in program discussions and decisions.

Students in the program have the opportunity to participate in the formulation and modification of policies that affect academic and student affairs to include the following:

- A representative from the Social Work Club and Honor Society is invited to attend the monthly social work faculty meetings. They are typically given the first 15 minutes to address faculty and to provide input and present any issues and/or concerns from the students. Also, they are given the opportunity to give input/feedback regarding curriculum design, course content, course scheduling, and other program related policies. While student representatives are encouraged to actively participate and share perspectives, they do not hold voting privileges during faculty meetings.
- The Honor Society also provides students the with the opportunity to participate in developing policies and initiatives related to the recognition of academic achievement. This includes contributing ideas and guidelines for how excellence is celebrated within the program, fostering a culture of academic integrity, motivation, and scholarly distinction.
- Students may also serve as representatives on the Social Work Program and Field Education Advisory Boards. These roles provide students with a valuable opportunity to contribute to the formulation and modification of policies, develop leadership skills through active participation in advisory discussions, and gain experience networking and collaborating within a task group setting. Participation on these boards allows students to engage meaningfully in the governance and continuous improvement of the Social Work program.
- In addition, students are expected to be familiar with the Handbook for social work students and the ECSU Student Handbook and Calendar which outlines student rights, responsibilities, conduct, the grievance process, appeals, academic integrity, and discipline.

The Social Work Program offers many opportunities and encourages students to organize in their interest. The Social Work Club and the Honor Society have provided students the opportunities to collaborate and organize educational and service interests. Below are examples of past activities students have engaged in.

- One of the primary functions of the Social Work Club is to promote community service and outreach, which are essential components of social work education and practice. Some of the club's signature initiatives include:
 - Annual Thanksgiving Food Drive – Collecting and distributing food to families in need during the holiday season
 - Clothing and Coat Drives – Providing clothing to underserved individuals and families
 - Toiletry Collections – Assembling hygiene kits for unhoused persons in the community
 - Soup Kitchen Volunteering – Serving meals and offering support to individuals and families
 - "Adopt-A-Street" Program – Participating in community beautification efforts and environmental stewardship

Requirements for Participation

- Membership is open to all social work majors and students in other academic disciplines across campus who have an interest in community service and social justice.
- Demonstrate a commitment to upholding the values and ethical standards of the Social Work Profession, BSW Program, and ECSU.
- \$10.00 annual membership fee



Phi Alpha – National Social Work Honor Society

The Pi Psi Chapter of Phi Alpha National Honor Society was established at ECSU in February 2010. Phi Alpha is the national honor society for social work students, dedicated to fostering a closer bond among students and promoting the humanitarian values and ideals of the Social Work Profession. The Society encourages high standards of education for future social workers and recognizes students who have demonstrated excellence in scholarship, leadership, and achievement in social work.

The Pi Psi Chapter of Phi Alpha Honors Society at ECSU offers membership to qualified social work students and faculty who demonstrate academic excellence and a commitment to the values of the Social Work Profession.

To be eligible for membership, students must:

- Have been admitted to the Social Work Program.
- Have formally declared Social Work as their major.
- Have a minimum cumulative GPA of 3.0.

Membership in the Pi Psi Chapter of Phi Alpha National Honor Society provides students with opportunities to engage in scholarship, leadership, professional development, and service. Members are encouraged to demonstrate academic excellence by mentoring and tutoring fellow social work students, participating in scholarly and professional activities, and contributing to initiatives that advance the Social Work Profession. Through these experiences, students strengthen their leadership skills, expand their professional networks, and prepare for graduate education and professional practice.

- National Read Across America Day
- Book Drives
- Tutoring in public schools
- Tutoring on campus for social work courses

In addition, members of the Pi Psi Chapter collaborate with the Social Work Club to participate in civic engagement and humanitarian initiatives that promote community well-being and reinforce the values of the Social Work Profession. Examples of these activities include:

- Adopt-A-Street Program – The Pi Psi Chapter and the Social Work Club each sponsor and maintain separate streets.
- Food Drives.
- Fundraisers.
- Walk for Hunger.
- Volunteering in Shelters (serving homeless individuals and families).
- Global Food Packing Projects (fighting world hunger).
- Blood Drives.

Requirements for Participation

- Declare social work as a major.
- Be admitted to the Social Work Program
- Achieve a cumulative Grade Point Average of 3.0.
- Demonstrate a commitment to upholding the values and ethical standards of the Social Work Profession, BSW Program, and ECSU.
- \$20.00 lifetime membership fee and \$10.00 Program fee

<https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwj085WljLbcAhVOhOAKHdudD9MQjRx6BAgBEAU&url=https%3A%2F%2Fwww.customink.com%2Ffundraising%2Fbrescia-university-phi-alpha-honor-society3&psig=AOvVaw3voEHsuk1afzaYX6amTt5g&ust=1532465302825139>https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiHpYneqLXcAhWpUt8KHSZJAeoQjRx6BAgBEAU&url=https://www.morgan.edu/school_of_social_work/phi_alpha_honor_society.html&psig=AOvVaw3jm4-32sFLFO45WYCI7PKB&ust=1532438582390443

Other Clubs and Organizations

The University offers a wide variety of academic, professional, social, and service organizations that encourage students to become actively engaged in campus life. Participation in student organizations provides valuable opportunities to develop leadership skills, enhance professional competencies, build meaningful relationships with peers and faculty, and contribute to the University and surrounding community. Involvement in co-curricular activities also complements students' academic experiences by strengthening time management, communication, teamwork, and organizational skills while fostering personal growth, civic engagement, and professional identity.

Students in the Social Work Program can also participate in international travel experiences through the Office of International Programs. These global learning opportunities allow students to travel abroad with faculty and peers, gaining exposure to diverse cultures, global social issues, and international perspectives on social work practice.

https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwizmPq3j7bcAhUJVN8KHbZ4D_gQjRx6BAgBEAU&url=http://thebot

tomlinenews.com/college-greek-life-101/&psig=AOvVaw1WZ8c2Ay3orgg4b-

BLD7wl&ust=1532466017054037

<https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjQnPnGjrbcAhWSTN8KHeGFBN4QjRx6BAgBEAU&url=https://grecsmokesignals.net/3167/news/student-government-election-set-for-dec-11/&psig=AOvVaw35dwap54jv1-63dAvvw3pH&ust=1532465908661909>

CHAPTER SIX

Professional Organizations (this is not an exhaustive list) and NC Social Work Certification and Licensure

Council on Social Work Education

The Council on Social Work Education (CSWE) is the national organization representing social work education in the United States. Founded in 1952, its members include more than 900 accredited baccalaureate, master's, and practice doctorate degree social work programs and their affiliated social work educators, students, and staff, as well as practitioners and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development so that social workers are empowered to play a central role in achieving the profession's goals of social and economic justice. CSWE's Board of Accreditation is recognized by the Council for Higher Education Accreditation as the accrediting agency for social work education in the United States and its territories.

National Association of Social Workers

The National Association of Social Workers (NASW) is the largest professional membership organization for social workers in the United States. Founded in 1955, NASW represents social workers who hold baccalaureate, master's, and doctoral degrees in social work. The Association has approximately 120,000 members and 55 chapters, including chapters in each state, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, Guam, and an International Chapter.

NASW advances the social work profession by promoting high standards of practice, advocating for sound social policies, supporting continuing professional education, providing ethics consultation and guidance, publishing scholarly and professional resources, and representing the interests of social workers at the local, state, and national levels.

Its role is to provide the standards for the profession, advocacy to address social injustices; and provide opportunities for social workers to engage in professional growth and development. In addition, it provides the standards for ethical responsibilities to clients, to colleagues, in practice settings, as professionals, to the profession, and to the broader society. Social work programs adhere to the code of ethics to train students regarding the importance of ethical behavior and decision-making when engaging with clients. It has six core values:

- Service
- Social Justice
- Dignity and Worth of the Person
- Importance of Human Relationships
- Integrity
- Competence

National Association of Black Social Workers

The National Association of Black Social Workers, Inc. (NABSW) comprised of people of African ancestry, is committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

Its mission is to work to create a world in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national,

international, and other appropriate groups, NABSW will continue to leverage its collective expertise to strategically develop the capacity of people of African ancestry to sustain and flourish.

NABSW's vision is guided by the Principles of the Nguzo Saba, which are Unity, Self-Determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith. Our vision is also guided by the Seven Cardinal Virtues of Ma'at, which are Right, Truth, Justice, Order, Reciprocity, Balance, and Harmony.

NABSW is designed to promote the welfare, survival, and liberation of the Black Community; and to advocate for social change at the national, state, and local level. NABSW is comprised of over 100 membership chapters, and over 30 university and college student chapters throughout the continental United States, Canada and the Caribbean. Additionally, affiliate groups are in both West and South Africa. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community.

NABSW advocates for the inclusion of people of African ancestry at the decision and policy-making levels and continues to be a change agent in the areas of social work education, practice, and research. Members of NABSW recognize the necessity for people of African ancestry to maintain control of their communities and accountability of self and others of African ancestry. Through its membership, NABSW seeks to link with others of African ancestry throughout the Diaspora.

Latinos Social Work Organization

The Latino Social Workers Organization (LSWO) was founded in 1989. Its purpose is to advance the rights and well-being of all communities through professional networking, education, and advocacy. LSWO actively engages with their network to promote cultural competence, social justice, and equitable access to resources.

LSWO firmly believe in the importance of cultural humility and strive to create an inclusive environment where the voices of all social workers are heard and valued. Their goal is to foster a supportive network that uplifts the profession and enhances the impact of social work in Latino communities.

National Association of Puerto Rican / Hispanic Social Workers

The National Association of Puerto Rican / Hispanic Social Workers (NAPRHSW) was founded in 1983. Its vision is to build a network of support and resources for dedicated Latino professionals in social work, mental health, and related human services, empowering them to enhance and innovate community resources and services to effectively meet the diverse needs of the communities we serve. NAPRHSW exists to organize social workers and human service professionals to strengthen, develop, and improve the resources and services that support students and professionals across the Latino [Latino/a/e/x] diaspora.

North American Association of Christians in Social Work

The North American Association of Christians in Social Work (NACSW) is a non-profit Christian social work organization. The mission is to equip our members to integrate Christian faith and professional social work practice. NACSW welcomes Christian social workers of all denominations. Members of NACSW represent a rich diversity of Christian denominations and traditions.

The members of NACSW represent a rich diversity of Christian denominations and traditions. NACSW recognizes that different Christian denominations and traditions use different language to express the heart of historic Christian faith, and supports the use of expressions such as the following examples for this purpose:

- “Jesus Christ is Lord and Savior” – stemming from passages such as Romans 10:9-10
- “In Christ, God reconciled the world to Himself” – stemming from Scriptural passages such as II Corinthians 5:19
- “We believe in One God, the Father who created us and all things, the Son who redeems us from sin and death, and the Holy Spirit who renews and sanctifies us.”

North Carolina Social Work Certification and Licensure

The mission of the North Carolina Social Work Certification and Licensure Board is to protect the public by setting standards for qualification, training, and experience for those who seek to represent themselves to the public as certified social workers or licensed clinical social workers and by promoting high standards of professional performance for those engaged in the practice of social work in accordance with the Social Worker Certification and Licensure Act.

Levels and Eligibility Requirements

- Level A – CERTIFIED SOCIAL WORKER (CSW)

Education: BSW from CSWE accredited undergraduate school.

Examination: ASWB Bachelor level examination.

Experience: No prior experience required.

- Level B – CERTIFIED MASTER SOCIAL WORKER (CMSW)

Education: MSW, DSW, or PhD in social work from CSWE accredited school.

Examination: ASWB Master level examination or ACSW examination.

Experience: No prior experience required.

- Level C – LICENSED CLINICAL SOCIAL WORKER (LCSW) – [MANDATORY for clinical practice]

Education: MSW, DSW or PhD in social work from CSWE accredited school.

Examination: ASWB Clinical level exam.

Experience: Minimum of 3,000 hours of post MSW paid clinical employment appropriately supervised clinical practice) accumulated in no less than two (2) years, nor more than six (6) years.

Supervision: Minimum of 100 hours of supervision from a LCSW, MSW with an additional 2 year post LCSW clinical social work practice, on a regular basis: at least one (1) hour of supervision for every thirty (30) hours of clinical practice. A maximum of twenty-five (25) hours may be group supervision.

- Level C – LICENSED CLINICAL SOCIAL WORKER ASSOCIATE (LCSWA) – For social workers who have not satisfied the experience requirements for LCSW licensure. [For more information, refer to the LCSW ASSOCIATE LICENSE tab.]

Education: MSW, DSW, or PhD in social work from a CSWE accredited school.

Examination: None required for initial licensure; however, LCSWA licensees must pass the ASWB Clinical level exam prior to issuance of the LCSW license. Once a LCSW Associate licensee has documented two years of clinical practice to the Board, the Board can grant examination eligibility.

Experience: While no experience is required to receive this license, Associate licensees working toward the LCSW requirements must document their supervision and practice to the Board every 6 months as required by regulation. Acceptable experience must be post MSW paid clinical employment.

- Level H – CERTIFIED SOCIAL WORK MANAGER (CSWM)

Education: BSW, MSW, DSW, or PhD in Social Work from a CSWE accredited school.

Examination: ASWB Advanced Generalist level examination

Experience: Three thousand (3,000) hours of post degree paid employment accumulated in no less than two (2) years, no more than six (6) years.

Supervision: Minimum of 100 hours of supervision on a regular basis, by a Social Work Administrator certified by the Board on at least one level and who has a minimum of five years administration experience in a Social Work or Mental Health setting. A maximum of fifty (50) hours may be through group supervision.

For more information visit their website at <https://www.ncswboard.gov/levels-and-eligibility-requirements/>

[https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjsv-](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjsv-z40bbcAhWGT98KHW05AjkQjRx6BAgBEAU&url=http://www.msswa.org/&psig=AOvVaw2h42AujCIbTKa6n2PxuhAB&ust=1532483999945235)

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CHAPTER SEVEN

Master of Social Work (MSW) Programs

State of North Carolina Public and Private MSW Program

Appalachian State University www.appstate.edu	East Carolina University www.ecu.edu
Fayetteville State University www.uncc.edu	North Carolina Central University www.nccu.edu
North Carolina State University http://socialwork.chass.ncsu.edu	University of North Carolina Chapel Hill http://ssw.unc.edu
University of North Carolina Charlotte https://socialwork.charlotte.edu/	University of North Carolina Greensboro www.uncg.edu
University of North Carolina Pembroke www.uncp.edu	University of North Carolina Wilmington www.uncw.edu
Western Carolina University https://www.wcu.edu/learn/departments-schools-colleges/HHS/socw/index.aspx	Johnson C. Smith University www.jcsu.edu
NC A&T State University/UNC G Joint Program https://jpsw.uncg.edu/	

Links: Documents for Effective and Ethical Social Work Practice

- **2022 Educational Policy and Accreditation Standards**
<https://www.cswe.org/accreditation/policies-process/2022epas/>
- **Curricular Guide for Licensing and Regulation**
https://www.cswe.org/getmedia/636daa0a-b8f5-4bd3-8318-a9a35ae77e77/6617-B-cswe_2015EPAS_Licensing-Regulation_WEB_REV1-11-26_Watermark.pdf
- **International Federation of Social Workers Statement of Ethical Principles**
www.ifsw.org/statement-of-ethical-principles/
- **NASW Code of Ethics**
<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>
- **NASW Standards and Indicators for Cultural Competence in Social Work Practice**
<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-and-Indicators-for-Cultural-Competence-in-Social-Work-Practice>
- **NASW Technology in Social Work Practice**
<https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-for-Technology-in-Social-Work-Practice>
- **Specialized Practice Curricular Guide for Macro Social Work Practice**
<https://www.cswe.org/products/specialized-practice-curricular-guide-for-macro-social-work-practice/>
- **Specialized Practice Curricular Guide for Military and Veteran Social Work**
https://www.cswe.org/getmedia/afb6458f-dbe0-4530-997c-08b741f135ae/8353-cswe_MilitaryandVeteranSW_web_REV1.pdf
- **Specialized Practice Curricular Guide for Gero Social Work Practice**
<https://www.cswe.org/products/specialized-practice-curricular-guide-for-gero-social-work-practice/>

APPENDIX

Below is a copy of the Application (Microsoft Form) and Rubric

Social Work Program Admission Application Spring 2026

Dear Applicant:

Thank you for your interest in the Bachelor of Social Work Program at Elizabeth City State University! The Bachelor of Social Work Program is accredited by the Council on Social Work Education (CSWE). CSWE mandates that all social work programs develop an admissions process. This means that all students majoring in social work must complete an application packet and be formally admitted into the Social Work Program. **Admission to the Social Work Program is based on your academic performance, written communication skills, references, adherence to the NASW Code of Ethics, and your suitability for the Social Work Profession.** You are encouraged to read the NASW Code of Ethics, CSWE 2022 EPAS, the International Federation of Social Workers Code of Ethics, and the NASW Standards of Cultural Competence before completing your application packet.

Please be advised only completed applications will be reviewed. You will receive written notification of the decision within 30 days from the due date.

Applications must be submitted by February 27, 2026. Late applications will not be reviewed. If you have any questions about the application process or other admission requirements, please contact Dr. Stevenson at apstevenson@ecsu.edu. Again, we thank you for selecting social work as your major.

The Social Work Program does not discriminate on the basis of race, color, ethnicity, national origin, age, gender, gender identity or expression, sexual orientation, disability, political affiliation, religion, or socioeconomic status. The program is committed to fostering a learning environment that embraces fairness, respect, and belonging to eliminate all forms of maltreatment.

Note: Students are required to complete all prompts independently as part of their learning process. While AI tools can be helpful for support, inappropriate use of AI may result in the requirement to complete the process in-person or via Zoom on camera. Our goal is to support your growth and ensure an authentic learning experience for everyone.

Sincerely,
Dr. Stevenson, Director of Admissions

Required

1. What is your name? (first, middle, last)
2. Student Banner ID Number
3. ECSU E-mail Address
4. Address (on campus - use your residence's hall; off campus - use your mailing address)
5. Telephone number
6. Race

African American/Black
Asian American
Latino/Hispanic
Native American
White American
Other

7. Gender

Female

Male

Non-binary

Other

Prefer not to say

8. Check the documents you agree to abide by:

University Policies and Code of Conduct

NASW Code of Ethics

CSWE Standards in the EPAS

9. Please document you have completed the prerequisite courses and the letter grade earned

10. Please document if you have experienced any of the following.

Before student court due to Code of Conduct issue; Meeting or communication (In-person, virtual, or email) with faculty due to inappropriate email; Meeting or communication (In-person, virtual, or email) with faculty due to inappropriate behavior in class; Aggressive with faculty or classmates; Aggressive behavior in class; Cursing or inappropriate language in class; Insensitive or inappropriate language related to diversity and difference.

11. Provide a **detailed** response to the question below. This item is worth 22.5 points - content and writing mechanics (spelling, grammar, capitalization, punctuation, and sentence structure).

Social workers have a specific set of professional values that guide them in their work. Choose three NASW professional core values and explain how each of them relate to your understanding of a social worker.

12. Provide a **detailed** response to the question below. This item is worth 22.5 points - content and writing mechanics (spelling, grammar, capitalization, punctuation, and sentence structure).

Discuss how rural social work is unique.

13. Provide a **detailed** response to the question below. This item is worth 22.5 points - content and writing mechanics (spelling, grammar, capitalization, punctuation, and sentence structure).

What made you decide to major in social work?

14. Provide a **detailed** response to the question below. This item is worth 22.5 points - content and writing mechanics (spelling, grammar, capitalization, punctuation, and sentence structure).

Fictitious Scenario:

You are employed at the local DSS as a Child Protective Services worker. You assisted your colleague to investigate the death of a toddler. The mother was arrested for the child's death and the father was devastated by the tragedy. The father is having a hard time accepting his son's death. The father has contacted your co-worker for comfort. Initially, he was meeting with her at the office. But, over the last several months they have been meeting for dinner and other

activities. You spoke with her about this behavior and she says it is innocent and they are not romantically involved. She said “she is simply helping him to deal with the loss of his son and the incarceration of his wife.”

Based on the ethical standards, what if anything would you do? Explain why.

15. Please upload two professional references. Examples of professional references are professors (do not ask Social Work faculty), clergy, and employers; **NO** family or friends). **The forms are available in Bb in Social Work Program: Meetings/Activities.** This item is worth 10 points (non-anonymous question)

Upload file

16. Faculty, please share if you have any concerns regarding professional performance for this student

Social Work Program Application Rubric

Question	Criteria	Excellent	Proficient	Developing	Needs Improvement	Points
NASW Professional Core Values	Demonstrates understanding of three NASW core values and explains how each relates to the applicant's understanding of a social worker.	Clearly identifies three core values, accurately explains each, and provides thoughtful connections to the social work profession. Response demonstrates insight and critical thinking. Writing is clear and error-free.	Identifies three core values with adequate explanations and appropriate connections. Minor writing errors.	Identifies fewer than three values or explanations lack depth or accuracy. Several writing errors.	Response is incomplete, inaccurate, or demonstrates little understanding of NASW values. Frequent writing errors.	22.5
	Explains the uniqueness of rural social work.	Provides a comprehensive discussion of the characteristics, challenges, and opportunities of rural social work with examples.	Adequately explains rural social work with some supporting details. Minor writing errors.	Provides a limited or superficial explanation with few supporting details. Several writing errors.	Response is incomplete, inaccurate, or demonstrates minimal understanding. Frequent writing errors.	
Rural Social Work						22.5

Question	Criteria	Excellent	Proficient	Developing	Needs Improvement	Points
Motivation for Majoring in Social Work	Explains reasons for choosing social work as a major.	Demonstrates strong understanding. Writing is clear and professional. Provides a thoughtful, reflective, and well-organized explanation demonstrating commitment to the profession and personal insight. Writing is polished.	Clearly explains motivation with adequate detail. Minor writing errors.	Explanation lacks depth or supporting details. Several writing errors.	Response is brief, unclear, or incomplete. Frequent writing errors.	22.5
Ethical Decision-Making Scenario	Applies the NASW Code of Ethics to the scenario and justifies the response.	Accurately identifies the ethical concerns, references appropriate NASW ethical standards, recommends appropriate action(s), and thoroughly justifies the decision using ethical reasoning. Writing is clear and professional.	Identifies the primary ethical concern and recommends an appropriate course of action with adequate explanation. Minor writing errors.	Identifies some ethical issues but provides limited analysis or weak justification. Several writing errors.	Fails to identify the ethical issues or provides an inappropriate response with little or no justification. Frequent writing errors.	22.5
Professional References	Submission of required two references.	Two completed professional reference forms are submitted and meet all program requirements (professors other than Social Work	—	One professional reference submitted or one reference does not meet requirements.	No references submitted or references are from ineligible individuals (family or friends).	10

Question	Criteria	Excellent	Proficient	Developing	Needs Improvement	Points
		faculty, clergy, or employers).				

Total Points: 100

Professional Reference Form

Name of Applicant: _____

How long have you known the applicant? _____

In what capacity have you known the applicant? _____

Rate the applicant in the following areas:

Assessment Area	Outstanding	Above Average	Average	Below Average	Unable To Assess
Academic Ability					
Oral Communication Skills					
Written Communication Skills					
Ability to Work With Others					
Integrity					
Critical Thinking					

Indicate the degree to which you recommend the applicant

☐ Highly Recommend

☐ Recommend

☐ Do Not Recommend

Evaluator's Information:

Name: _____

Title: _____

Organization: _____

Address: _____

Signature: _____

Date: _____

Please have your reference return the form to you. Please upload both references electronically as part of the application packet.