

Bachelor of Social Work (BSW) Program

Student Handbook

2024-2025



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Bachelor of Social Work (BSW) Program
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The BSW Program Student Handbook contents may be changed without notice or obligation.

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MISSION AND GOALS

Mission of the Department of Social Work

The mission of the Department of Social Work at The University of North Carolina at Pembroke is to prepare students to become leaders in enhancing the quality of life and seeking solutions to rural problems. It is particularly concerned with the consequences of injustice, and thus focuses on the empowerment of populations-at-risk and the advancement of economic, political and social justice in all communities.

Goals of the BSW Program

The goals of Bachelor of Social Work (BSW) Program are derived from the mission and core values of the University, which include social inclusion, appreciation of its American Indian history, teaching and learning excellence, intellectual curiosity and creativity, commitment to local region, responsible leadership and stewardship to the world. Specifically, the goals of the

UNCP Social Work Program are to:

- prepare students for professional entry-level social work practice within a generalist model and to become leaders in enhancing the quality of life;
- teaches students the skills necessary to empower populations-at-risk and advance economic, political and social justice, with particular emphasis on rural communities;
- help meet the immediate and growing need in public, private and social service agencies in North Carolina for generalist social work professionals;
- offer a generalist program that emphasizes work with rural and Native American indigenous populations;
- prepare students who will demonstrate the ability to appreciate human diversity and issues of social and economic justice;
- To prepare students to understand the role of the social worker in our region and a changing society;
- To instill in students a commitment for continued personal and professional growth

Objectives of the BSW Program

The mission and goals of the BSW Program are linked with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). BSW students are prepared for entry-level social work practice through mastery of the nine CSWE EPAS core competencies. Upon completion of the BSW program students will:

Competency 1: Demonstrate Ethical and Professional Behavior

- Behavior 1.1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Behavior 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

- Behavior 1.3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- Behavior 1.4: Use technology ethically and appropriately to facilitate practice outcomes; and
- Behavior 1.5: Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- Behavior 2.1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Behavior 2.2: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Behavior 2.3: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- Behavior 3.1: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Behavior 3.2: Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

- Behavior 4.1: Use practice experience and theory to inform scientific inquiry and research;
- Behavior 4.2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Behavior 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- Behavior 5.1: Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services;
- Behavior 5.2: Assess how social welfare and economic policies impact the delivery of and access to social services;
- Behavior 5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Behavior 6.1: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Behavior 6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Behavior 7.1: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Behavior 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Behavior 7.3: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Behavior 7.4: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Behavior 8.1: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Behavior 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Behavior 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Behavior 8.4: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Behavior 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Behavior 9.1: Select and use appropriate methods for evaluation of outcomes;
- Behavior 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Behavior 9.3: Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Behavior 9.4: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BSW CURRICULA

The BSW program is divided into foundation/pre-social work major followed by professional/social work major curricula. The foundation/pre-social work major curriculum includes all the Social Work Prerequisite Cluster and the Junior Year Semester I Cluster. The Social Work Prerequisite Cluster is open to all students who have met the prerequisites for those courses, regardless of major. The professional or the social work major curriculum includes the Junior Year Semester II Cluster, and both Senior Year Clusters. To take any course from the social work major curriculum, a student must apply to and be accepted into the BSW program. The BSW program courses are clustered and must be taken in the sequence provided below. All the courses within a cluster or sequence must be completed successfully before proceeding to the next sequence. However, students may take SWK 3810 and social work elective courses at any time.

Full-Time Course Sequence-Starting in Junior Year

This is the most frequently chosen course sequence. To ensure a smooth transition through the plan of study students must take courses in this sequence. Prior to beginning pre-social work courses as a first semester junior, students should have completed 60 or more credit hours including ENG 1050 and 1060 and a majority of their prerequisite courses. As a guide: out of 24 courses (66 hours) in general education which include general program electives and university wide electives, a student beginning the BSW program in their junior semester should have completed around 90% of their general education requirements or 22 out of 24 courses.

Full-Time Course Sequence

Sophomore Semester II Social Work Prerequisite Cluster (Pre-Social Work)			Hrs
SWK 2000: Introduction to Social Work			3
SWK 2450: Human Diversity & Populations at Risk			3
ENG 3700: Advanced Composition			3
Junior Year: Semester I Cluster (Pre-Social Work)	Hrs	Junior Year: Semester II Cluster (Social Work Majors only)	Hrs
SWK 3050: Success and Professionalism in Social Work	3	SWK 3480: Social Welfare Policies and Programs	3
SWK 3450: Human Behavior in the Social Environment (HBSE) I	3	SWK 3810: Statistics for Social Workers and Helping Professionals	3
SWK 3800: Social Work Practice I	3	SWK 3850: Social Work Practice II	3
SWK Elective*	3	SWK Elective*	3
General Education*; final BSW prerequisite(s) must be taken this semester	3	General Education * (if needed)	3
<i>While these courses can be split up, it is strongly recommended that <u>no SWK</u> courses be taken prior to a student's 2nd sophomore semester.</i>			
Senior Year: Semester I Cluster (Social Work Majors only)	Hrs	Senior Year: Semester II Cluster (Social Work Majors only)	Hrs
SWK 3910: Understanding Social Research	3	SWK 4900: Field Work	9
SWK 4450: Human Behavior in the Social Environment (HBSE) II	3		
SWK 4800: Social Work Practice III	3	SWK 4910: Field Seminar	3
SWK 4600: Social Justice & Practice Ethics	3		
SW Elective/General Education* (if needed)	3	12 hours is recommended for Sr Year Semester II	

* Students may take this course at any time except final semester

Part-Time Course Sequence

Students may choose a part-time course sequence, taking up to seven semesters to complete the social work curricula. To ensure a smooth transition through the plan of study students must take courses in this sequence. Prior to beginning the pre-social work courses, students should have completed at least 75% of General Education requirements, including all social work prerequisites and most of their prerequisite courses.

Year 1: 1st Semester (Pre-Social Work)		Year 1: 2nd Semester (Pre-Social Work)	
<ul style="list-style-type: none"> ● SWK 2000: Introduction to Social Work 3 ● SWK 2450: Human Diversity & Popsat-Risk 3 ● General Education if needed (including any remaining BSW Program prerequisites such as ENG 3700)* 		<ul style="list-style-type: none"> ● SWK 3050: Success and Professionalism in Social Work 3 ● SWK 3800: Social Work Practice I 3 ● General Education if needed (including any remaining BSW Program prerequisites)* 	
Year 2: 1st Semester (Social Work Majors Only)		Year 2: 2nd Semester (Social Work Majors Only)	
<ul style="list-style-type: none"> ● SWK 3450: Human Behavior in the Social Environment (HBSE) I 3 ● SWK 3480: Social Welfare Policies & Programs 3 ● SWK Elective* 		<ul style="list-style-type: none"> ● SWK 3850: Social Work Practice II 3 ● SWK 3810: Statistics for Social Workers and Helping Professionals 3 ● SWK Elective* 	
Year 3: 1st Semester (Social Work Majors Only)		Year 3: 2nd Semester (Social Work Majors Only)	
<ul style="list-style-type: none"> ● SWK 4450: Human Behavior in the Social Environment (HBSE) II 3 ● SWK 3910: Understanding Social Research 3 ● SWK Elective* 		<ul style="list-style-type: none"> ● SWK 4600: Social Justice & Practice Ethics 3 ● SWK 4800: Social Work Practice III 3 ● SWK Elective* 	
Year 4: 1st Semester (Social Work Majors Only)			
<ul style="list-style-type: none"> ● SWK 4900: Field Work 9 ● SWK 4910: Field Seminar 3 			

* Students may take this course at any time except in final semester

Requirements for a BSW Degree

To graduate with a BSW degree from UNCP you need a minimum of 120 credit hours from several courses in five main areas:

Area	Courses	Total Credit
Freshman Seminar (UNIV 1000)	See university catalog and advisement guidelines	1
General Education	See university catalog and advisement guidelines	44
University-Wide Electives	See university catalog and advisement guidelines	19
Social Work (Required)	ENG 3700, SWK 2000, SWK 2450, SWK 3050, SWK 3800, SWK 3450, SWK 3480, SWK 3810, SWK 3850, SWK 3910, SWK 4450, SWK 4600, SWK 4800, SWK 4900, SWK 4910	51
Social Work (Electives)	See university catalog and advisement guideline	6
	TOTAL	120
<ul style="list-style-type: none"> ▪ Nine out of a student's 120 minimum credit hours required for graduation must be Writing Intensive courses (Writing Enriched or Writing in the Discipline). ▪ One of the writing intensive courses must be a Writing in the Discipline course. ▪ Social work majors must complete all social work required courses with a grade C or better. 		

BSW PROGRAM ADMISSION

The BSW Program operates under a selective admissions policy. All students who intend to major in social work start as pre-social work majors. Pre-social work majors enroll in general education courses and social work foundation courses. After completing all the general education courses that are prerequisites for social work courses, and the social work foundation courses, pre-majors who meet the social work admission criteria may apply to the social work major. To take any social work course beyond the foundation or pre-social work major courses, students must apply to and be accepted into the BSW program.

BSW Program Admission Requirements

To be admitted into the BSW Program, students must:

1. Be admitted to The University of North Carolina at Pembroke
2. Successfully complete all the general education courses listed below (these courses are prerequisites for various social work courses):
 - ENG 1050
 - ENG 1060
 - PLS 1000 or 1010
 - SOC 1020 or SOC (AIS) 1050 or 2090
 - ECN 1000 or 2020 or 2030 or GGY 2060
 - PSY 1010
 - MAT 1050 or 1070 or 1080 or 1090 or 2150 or 2210
 - BIO 1030 or equivalent
3. Successfully complete 75% of the liberal arts curriculum with a minimum 2.50 GPA
4. Successfully complete all social work foundation or pre-social work major courses listed below with a minimum grade of C:
 - ENG 3700 (Advanced Composition)
 - SWK 2000 (Introduction to Social Work)
 - SWK 2450 (Human Diversity and Populations-at-Risk)
 - SWK 3050 (Success and Professionalism in Social Work)
 - SWK 3450 (Human Behavior & Social Environment I)
 - SWK 3800 (Social Work Practice I)
5. Submit a BSW Program application. Application should be submitted during the semester a student is enrolled in SWK 3050. Application submission deadline: Fall Semester: November 15; Spring Semester: April 15
6. Submit two reference letters.
7. Satisfactory Completed Volunteer Experience (completed in SWK 3050).
8. Essay

After review of applications, applicants will be notified in writing of the BSW Admission Committee's decision. Admission decision options include unconditional admission, conditional admission, or denial of admission. Students denied admission may appeal to the BSW Admission Committee for review.

Transfer Students and Credit

Two aspects of transfer credit are important to understand: 1) Liberal Arts and 2) Social Work Professional Courses. ***Liberal Arts Requirements***: Students who transfer need to review the Undergraduate Admissions transfer student policy in the UNCP academic catalog. ***Social Work Professional Courses***: Students who apply to the Social Work Program as a transfer student must still meet all the social work prerequisites and admission requirement. Social work courses may be accepted for transfer by the Department of Social Work if:

- The course or courses were taken at a Council on Social Work Education (CSWE) accredited program,
- The description of the course syllabus is consistent with a UNCP social work course,
- The student completed the course with at least a C or better grade.

It is recommended that Social Work Majors declare a Minor. However, a declaration of a minor is not required.

Academic Credit for Life Experience

The BSW Program does not grant credit for life experience or previous work experience in lieu of the field education or social work courses.

Academic Advisement

Advising is essential to academic progress and student success. Students are assigned a Social Work faculty advisor when they declare social work as their major. It is important to note that academic advisement is a shared responsibility between students and their academic advisors. Students may initiate a meeting with their academic advisor anytime during a semester. However, it is anticipated that each student will meet with his or her advisor during the Advisement Week in person to discuss the student's academic progress and future classes to take. See Appendix C for advisement guide.

Each faculty posts office hours on his or her office door. Check your advisor's office hours. It is recommended that students contact their assigned academic advisors for all issues related to their program of study, course registration, academic problems, career plans, and other matters relevant to their success at UNCP. However, if an academic advisor is unavailable and a student needs immediate assistance, he or she you may contact chair, program director, or the program coordinator for assistance.

During field education, students will be assigned to the BSW Field Director. Any changes to a student's course of study must be approved by the Advisor. Additional information is available in the BSW Field Handbook.

Although your academic advisor will strive to assist you in many ways, note that **you are ultimately responsible for following all university policies and academic regulations that are applicable to your course of study**. This includes general education requirements, prerequisites, and major/minor requirements.

Academic Standards

To be retained in the BSW Program, students must comply with both academic and nonacademic standards. Students may be placed on academic probation, suspension or dismissal from the BSW work program for the following reasons:

- a. GPA below 2.5
- b. Violation of the UNCP Student Honor Code
- c. Violations of Department Expectations of Satisfactory Academic Progress and Student Conduct
- d. Violation of the National Association of Social Workers' Code of Ethics
- e. Violation of the Campus Association of Social Workers' Code of Ethics
- f. Violation of course pre or co-requisite requirements
- g. Violation of Policies for Repeating Courses
- h. Earning a grade less than C in any Social Work course

Grades

All BSW Program faculty use the same grading scale. Final grades will be based on the following scale:

A 92-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-91	B 82-86	C 72-76	D 62-66	
	B- 80-81	C- 70-71	D- 60-61	

If a student feels that he/she has been treated unfairly regarding a grade, an appeal procedure is available. Please note that students have only one semester to appeal a grade change.

Incomplete Grade, Course Withdrawal and Repeating Courses

1. Students who need to repeat a major course must write a plan in concert with their academic advisor. The plan must be endorsed by the academic advisor and approved by the BSW Program Director.
2. Students can repeat a major course one time. The student must submit a written rationale for repeating a course. The rationale must include: 1) a reason for receiving a C- or below, and 2) a plan that demonstrates the course will be successfully completed.
3. Students who need to repeat multiple major courses (two or more) across the major core curriculum (during different semesters) will be withdrawn from the Program. Students who fall into this category are invited to pursue the Program's appeals process.

Academic Performance and Honesty Standards

Student concerns related to academic performance may arise in instances of missing prerequisite courses, when substandard academic performance occurs in which a student's overall GPA falls below a 2.5 or less than a C is earned in a social work course, or when alleged academic dishonesty occurs. When a concern arises pertaining to a student's academic [or non-academic performance], as outlined in the *Academic Performance and Honesty Standards*, the

NonAcademic/Professional Performance Standards, and the Student Academic and Non-Academic

Review Conference (SARC) policy (See Appendix G for the SARC policy), a student academic review conference may be held by the Academic Review Faculty Committee, which is charged with making a recommendation for resolution to the Program Director and Department Chair.

Academic Standards

Students are expected to make adequate academic progress. Students enrolled in social work courses and accepted into the social work program are expected to maintain an overall 2.5 GPA and complete all social work courses with a C or better.

Student Academic Review Conference (SARC)

A Student Academic/Non-Academic Review Conference (SARC) is held when concerns arise pertaining to the academic or professional performance of individual students as outlined in the Non-Academic Performance Standards (Student/Field Handbooks). It provides the student with an opportunity to be heard by an Academic Review Faculty Committee (ARFC). It also allows the ARFC the opportunity to seek clarifications from the student in regards to the concern and examine the student's intent in rectifying his/her academic/professional performance issues. ARFC is charged with the task of making recommendations to the Chair/Program Director presented at the conference.

Academic Dishonesty

Cheating is a violation of the CASW Code of Ethics, UNCP Student Honor Code and the National Association of Social Workers' Code of Ethics. All instances of academic dishonesty will automatically be subject to any policies outlined through a course syllabus, a referral for a Student Academic Review Conference (SARC) and referral for academic dishonesty to the Office of Academic Affairs.

When academic dishonesty (including plagiarism) is alleged the student will initially be subject to any academic dishonesty policies within the course syllabus. The following procedures for handling alleged violations are available: 1) resolution between the faculty member and student, including the Settlement of Academic Dishonesty and those available in the UNCP Academic Honor Code policy, 2) referral to the BSW Program Director and Department Chair so that a SARC may be initiated and held by Academic Review Faculty Committee (ARFC) and further recommendations made and 3) those allowed for in the UNCP Academic Honor Code.

When the UNC-P Honor Code Committee has adjudicated a student guilty of cheating, the individual automatically loses his/her right to plea before the Student Academic Review Conference (SARC) Committee. Otherwise, students who are accused of cheating are permitted to appear before the SARC Committee. The BSW Program will not retain a student who has been adjudicated guilty of cheating. Two aspects of cheating are confusing to some students. The first is the process of "giving and taking help." The second is "plagiarism".

Non-Academic/Professional Performance Standards

Nonacademic standards are presented in the Professional Performance Standards. This document outlines behavior to be expected from students as they prepare for a professional career in social work. This document also references the following codes of conduct which should be followed by all students participating in classes and activities in the Department:

- CASW Code of Ethics - The CASW Code was established by a committee of students and ratified by the Campus Association of Social Workers in 1999.
- UNCP Student Honor Code
- National Association of Social Workers' Code of Ethics

The Program recognizes that preparation for professional practice requires more than scholastic achievement. The Program expects students to exhibit behavior that is consistent with professional performance. Such behavior is expected not only in the classroom but throughout the University and larger community.

Professional performance encompasses a commitment to social work mission and values as found in the NASW Code of Ethics. Signs of such professional performance include: productive work with others; acceptance of supervision and criticism; respect for colleagues, supervisors, instructors and clients; advocacy for oneself in a responsible and respectful manner; and behaviors in accordance with Program and University policies and the laws of society.

Elements of Professional Performance

Specifically, professional performance includes the following elements:

1. Communication Skills
2. Interpersonal Skills
3. Cognitive Skills
4. Self-Awareness and Judgment of Abilities and Limitations
5. Stress Management
6. Skills in Safeguarding Mental and Emotional Functioning
7. Ethical Behavior

1.0 Communication Skills

Students shall demonstrate sufficient skills in writing and speaking the English language to understand content presented in the program and complete assignments.

- a. Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) style.
- b. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others.
- c. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the University Disability Support Services.

2.0 Interpersonal Skills

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals.

Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- a. Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- b. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- c. Listen to and understand the thoughts, feelings and intentions of others.
- d. Work effectively with others regardless of their level of authority.
- e. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts.
- f. Accept feedback in a constructive manner and in a way that furthers professional performance.
- g. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3.0 Cognitive Skills

Students are expected to conceptualize and integrate knowledge. At minimum students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

4.0 Self Awareness and Judgment of Abilities and Limitations

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

5.0 Stress Management Skills

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills:

- a. Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- b. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

6.0 Skills in Safeguarding Emotional and Mental Functioning

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

7.0 Ethical Behavior

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- a. The NASW Code of Ethics
 - b. The UNCP Student Honor Code
 - c. The Campus Association of Social Workers' Code of Ethics
- In addition, students are expected to present or demonstrate:
- a. A history free of convictions for offenses contrary to professional practice.
 - b. An ability to systematically evaluate clients and their situations in an unbiased, factual way and suspend personal biases during interactions with others. This shall include a comprehension of another's values and beliefs.
 - c. Appreciation of the value of diversity. This includes an effective and nonjudgmental relationship with others. Students in the course of their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues and other professionals.
 - d. Respect for the rights of others. Students shall demonstrate commitment to clients' rights of freedom of choice, self-determination and other rights as set forth in the NASW Code of Ethics.
 - e. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
 - f. Honesty and integrity. Students shall be truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials in all assignments.
 - g. Clear, appropriate and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist. In this regard students shall adhere to the Campus Association of Social Workers' Code of Ethics. and the NASW Code of Ethics.

Appeals for Academic and Nonacademic Probation, Suspension and Dismissal

When a student receives notification of probation, suspension or removal from the Program Director, the student is given an opportunity to appeal the decision through the Student Academic Review Conference process as held by the Academic Review Faculty Committee.

Five categories for removal exist:

1. Substandard academic performance in the Bachelor of Social Work degree program: a grade point average that falls below 2.5 after admission to the program;
2. Substandard academic performance in the Master of Social Work degree program: a grade point average that falls below 3.0 after completion of 6 or more credits;
3. Alleged violation of the Code of Ethics of the National Association of Social Workers by report from the field instructor, faculty liaison, advisor, faculty member, academic advisor, or peer; and/or.
4. Alleged violation of the UNC Pembroke Student Code of Conduct and UNC Pembroke Academic Honor Code by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer; and/or (see #11 below for adjudication of these alleged violations)
5. Alleged failure to demonstrate the capacity to engage in appropriate professional social work roles by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer.

Students are entitled to appeal the Academic Review Faculty Committee decision. Students may choose to initiate an appeal and follow a formal grievance process in accordance with the student grievance policy of the University of North Carolina at Pembroke. For students who are seeking an appeal should read about the process at: <https://www.uncp.edu/resources/academic-affairs/undergraduate-grade-appeal-process>

BSW PROGRAM POLICIES

Prerequisite Waivers

The BSW Program presents its curriculum based on logically connected learning steps. These learning steps are translated into course prerequisites. The faculty agrees that these prerequisites are imperative for effective learning of social work theory and skills. When Council on Social Work Education conducts audits of students' transcripts and discovers that some students are out of compliance with prerequisites, the Program's accreditation faces jeopardy. Thus, the Academic Review Faculty Committee has the authority to make recommendation for resolution related to student violation of prerequisites, as outlined in *The UNCP Catalog* and *The Social Work Student Handbook* (see Academic Standards for the policy statement). If a student feels that she/he faces an urgent issue that should entitle her/him to special consideration of a prerequisite exception, the student is encouraged to speak with the BSW Program Director.

BSW Program Attendance Policy

The BSW program is accredited by the Council of Social Work Education (CSWE). Prior to graduation, social work students must show mastery in the nine CSWE Accreditation Standards (EPAS) core competencies. The social work program provides sequential topics and experiential activities within a collaborative learning environment that offer students opportunities for knowledge building, skill acquisition, and self-awareness. Courses are designed to draw on assigned readings and personal experiences to build knowledge and to learn the values, skills,

and behaviors necessary for social work practice. Experiential activities give students opportunities to practice skills learned and demonstrate appropriate professional behavior. Within this learning context, instructor-student and student-student intellectual exchanges, and peer observation and insights are critical for learning. Therefore, attendance and/or active participation is required (or mandatory) for all social work classes, unless an accommodation is provided to a student with a disability as determined under the ADA. (Contact the Accessibility Resource Center at 910-521-6695 for eligibility for services.)

Attendance is defined as presence during the entire period of a scheduled class or course activity or until student has completed a specified course activity. For online courses, students are considered to be absent if they fail to participate in or complete scheduled course activities. The following are reasons for which an excused absence is allowed (instructor may verify or require documentation from appropriate sources):

- 1) Religious holidays (must meet the conditions specified in the Religious Holiday Policy)
- 2) Required appearance in a court of law
- 3) Required military duty
- 4) Participation in a University-sponsored activity (prior approval of instructor is required)
- 5) ADA accommodation

Course instructors may at their own discretion allow other excused absences but are under no obligation to do so. In case of an excused absence, students are responsible for all course materials covered. The format of any make-up course activity, including examination will be at the discretion of the course instructor. In pursuance of UNCP Academic Policy, each course instructor establishes how many points (or how much credit) will be lost if a student is not in attendance/fails to complete a scheduled course activity.

It is paramount that students master the social work practice behaviors required to successfully complete their social work program. Any absence in a course, whether excused or unexcused, should not exceed 6 total course hours. The social work faculty believes that absences beyond 6 course hours (or equivalent online activities) will impede a student from successfully acquiring the required set of social work practice behaviors. **As a result, a student may be given grade F in a course if more than 6 course hours are missed.** Students are strongly encouraged to use any absences in a well-determined manner. Absences for a student with a documented disability (through the Accessibility Resource Center or Title IX Office) will be considered on a case-by-case basis.

Student-Created Materials on Canvas

The instructor may require students to post their own work (i.e. papers) or, with the student's permission, may post a student's work on the online course site. Student work will be retained in the course site beyond the duration of the term until expiration from the Canvas site. As the site will eventually expire, students are encouraged to save any copies of their work.

APA Writing Expectations and Academic Integrity

Written assignments for this course will require APA format, especially when quoting material and summarizing or paraphrasing articles. All students enrolled in social work courses are required to use the APA citation style. Students will lose points on assignments if the APA citation style is not used. APA manuals can be purchased in the bookstore. There is a copy on closed reserve in the library. Also refer to the [Library resource for APA](#).

According to the APA Manual, professionals “...do not claim the words and ideas of another as their own; they give credit where credit is due” (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another author in addition to proper APA in-text citation and reference page citation. Paraphrasing and summarizing requires putting someone else’s ideas in your own words in addition to proper APA in-text citation and reference page citation. Cut and paste from articles is an unethical behavior that will not be accepted. The BSW Program does not permit plagiarism. Plagiarized work receives zero points and possible Academic Honor Code charges.

To further explicate, the following is a quote from UNCP’s Teaching and Learning Center (2018):

Generally defined, plagiarism is fraudulently using someone else's ideas or work as one's own. However, educators agree that plagiarism is cheating, whether it is intentional or unintentional. The examples of plagiarism below should provide a better understanding.

- failing to properly cite a resource used in a paper
- failing to assign quotations to information used verbatim from another source
- improperly paraphrasing information from another source
- copying and pasting information verbatim from another resource without proper citation
- handing in someone else's work as one's own
- downloading a paper, free or fee-based, from the Internet and using it as your own

All written assignments will be reviewed by the plagiarism software, Turnitin, and ratings reviewed on an individual basis. Ratings scoring higher than a 15% similarity rating will automatically be reviewed by the instructor. After reviewing the report from Turnitin, if the rating remains higher than 15%, the instructor may take further action related to possible plagiarism as outlined in the student handbook and UNCP Honor Code.

It is important to note that the use of Artificial Intelligence (AI) software to complete assignments for this course are considered cheating and plagiarism as they are not the students own unique thoughts, research, and interpretation of their research. Use of AI for all or portions of assignments may result in the disciplinary actions outlined in the student handbook and UNCP Honor Code.

Guests in Class

Students are not to bring anyone who is not a registered student (i.e. children, friends, etc.) in the course to participate (or sit in) during class sessions. Persons scheduled to be guest speakers or contributors to the course must be approved by the course instructor.

UNCP Universal Syllabus Addendum

Americans with Disabilities Act (ADA) Statement

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities. In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link:

<https://www.uncp.edu/academics/academicresources/accessibility-resource-center>

Absences for University-Sanctioned Events

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University sanctioned event, that absence shall be excused. Students are responsible for all coursework

missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Students must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

Religious Holiday Policy Statement

Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Academic Honor Code

Academic honor and integrity are essential to the existence of a university community and students are important members of that community. All UNCP students expected to abide by the policies and procedures of the Academic Honor Code, available here:

<https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>

Alternative Format Statement

All university publications, including syllabi, are available in alternative formats upon request.

STUDENT RESOURCES

The following resources are available to UNCP students:

<https://www.uncp.edu/resources/academic-affairs/faculty-information-syllabi/student-resources>

Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) offers a range of clinical mental health options including individual, group and couples counseling. Learning disability and psychological assessment is available through appointment, we work closely with the Accessibility Resource Center to advocate for and support students' academic success. We offer advocacy for survivors of sexual assault and those accused through both our Case Manager and our Sexual Assault Advocate. We have an Alcohol and Other Drug (AOD) specialist on staff to work with students struggling with issues of addiction. Chavis University Center, Room 243: (910) 521-6202

Interpersonal Violence Resources

Students who have been impacted by interpersonal violence (dating violence, domestic violence, stalking, and sexual assault) and are in danger should call Campus Police at x6235 or dial 911. Students needing immediate medical attention should go to the nearest ER. Students may also file a complaint with the university Title IX Coordinator. This complaint can be filed in person in the Health Sciences Building, Room 337, by phone (910) 521-6281, or by completing the reporting form. Counseling and Psychological Services (CAPS) provides students with confidential counseling and advocacy services free of charge. CAPS is located in the Brave Health Center and students may walk-in Monday through Friday from 9:00AM - 4:00PM to consult with a counselor. Students may also utilize the Southeastern Family Violence Center 24-hour crisis line by calling (910) 739-8622 or the Robeson County Rape Crisis line by calling (910) 739-6278.

Health Careers Access Program (NC-HCAP)

Located in Jacobs Hall Suite F, the Health Careers Access Program offers assistance to students seeking to be employed in healthcare through test preparation workshops, course tutoring, guidance during the application process for healthcare programs, job shadowing, internships, and advisement; contact hcp@uncp.edu or 910-521-6673.

Resource Learning Lab

The Resource Learning Lab in the Center for Student Success offers 1) computer based, self-paced tutoring in basic writing skills, basic reading comprehension, and word problem dissection; 2) DVDs such as Note Taking, Critical Thinking, Problem-Solving and Time Management, which are free and available to all students; contact mark.hunt@uncp.edu or 910- 775-4393.

Students Obtaining Academic Resilience (SOAR) Academic Coaching Program

SOAR is part of the Center for Student Success under the University College. SOAR is an academic coaching program for any student enrolled at UNCP. SOAR is responsible for providing academic coaching to students to help in areas such as time management, stress management, motivation, test anxiety, test taking strategies, study skills, etc. Students are assisted by graduate students in multiple graduate programs here at UNCP and provide guidance through academic coaching. Contact Jennifer McNeill at jennifer.mcneill@uncp.edu or call 910-521-6625.

TRIO programs

This federally-funded office provides eligible students with one-on-one and group tutoring, personal counseling, and assistance with applying for financial aid, in Jacobs Hall suites A and B; contact trioprograms@uncp.edu or 910-521-6242.

Tutoring

The tutoring program of the Center for Student Success helps students achieve their academic goals by offering group or individual tutoring in all General Education and many upper-level courses. Students can sign up at Tutoring Program Sign-up or contact jennifer.mcneill@uncp.edu or 910-775-4311.

The University Writing Center

The University Writing Center, located in D.F. Lowry 308 and available online at www.uncp.edu/writing, is a peer-to-peer tutoring service where UNCP students can seek assistance with written assignments at any stage during the writing process, from brainstorming ideas to drafting, revising, and editing.

Responsible Employee

As a member of The University of North Carolina at Pembroke faculty, I am concerned about the well-being and development of our students and am available to discuss any concerns. However, I want you to know that faculty members are legally obligated to share certain information with the university's Title IX coordinator. This is to ensure the student's safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual discrimination and harassment, sexual assault, relational/domestic violence, and stalking.

A Note about Self-Disclosure

The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum. Students may be called upon through exercises, written assignments, and/or class discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effect on future worker/client interactions. *Although students are encouraged, assisted, and expected to engage in the process of self-exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.*

THE SOCIAL WORK COMMUNITY

Campus Association of Social Workers

The faculty and students feel that participation in the Campus Association of Social Workers is an important part of the student's professional and academic growth. All students are encouraged to be an active part and maintain the development of the CASW through various avenues of volunteering, and community outreach.

1. Upon admission to the BSW Program, each student is told about the Campus Association of Social Workers and encouraged to join.
2. Elections are held at the end of the academic year. At which time all students in good standing with the university and CASW can campaign to fill a position. As a result, students are well informed about the performance of the candidates.
3. Students are notified of meeting times through posted flyers and email communications. Announcements and reminders about the Campus Association are made in classes as requested by students to faculty.
4. The Department of Social Work assigns a faculty advisor for the Campus Association of Social Workers.
5. The advisor is responsible for organizing the first meeting of the academic year and monitoring elections and attending all meetings.
6. Social work faculty recognizes curriculum input from the Campus Association of Social Workers with a member from this organization sitting in on department faculty meetings.

UNCP's Phi Alpha Chapter

The UNC-P Chapter of Phi Alpha was established in 2014. The purposes of the Chapter are to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership, those who have attained excellence in scholarships and achievement in social work.

Student Participation in BSW Program and Policy Formation

The BSW Program has a long history of taking a proactive stance in gaining student input for policy development and implementation. The Program uses the following strategies to assure student participation.

- Meetings of the Campus Association of Social Workers (our student organization) have been held for formal input.
- Students are invited to be a part of Department of Social Work faculty meetings.
- Focus groups are held each semester in which we encourage students to express concerns in an open forum.
- Upon graduation, we ask for student input through an exit survey. This information assists us in modifying and improving our Program.
- Students receive communications regarding the department and program(s) through the social work information course on Canvas.
- With approval of the Program Director, students may select their academic advisor.

If social work majors have questions regarding the issue of participation in policy decisions, they are encouraged to seek out their academic advisor or the BSW Program Director.

SCHOLARSHIP INFORMATION

The BSW Program offers several scholarships for social work majors. Applications for scholarships are required to be completed and submitted using the UNCP Brave ASSIST platform. The link to Brave ASSIST can be found on the UNCP homepage, quicklinks.

APPENDICES

Appendix A

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

[TOC](#)

BSW PROGRAM APPLICATION

Online Application for Admission to the BSW Program

See link: <https://www.uncp.edu/form/bsw-program-application>

First and Last Name: _____ Banner ID# _____

Primary phone number: _____ BraveMail email address: _____

Mailing Address: _____

BSW Admission Requirements

Full acceptance into the program requires the student to meet all of the admission standards.

Denial or provisional status may be granted to any student who does not meet requirements at any time in his/her education, including:

a GPA below 2.5 overall and in the major

Successful completion of 40 hours of volunteer experience in SWK 3050

Successful completion of all prerequisite courses.

a grade of "C-" or below in a social work course

an unsatisfactory score on admission essay

particular concerns observed by faculty that may inhibit successful completion of courses and field practicum

a significant event or a consistent pattern that is in violation of the University Student Code of Conduct

Application decisions are made following a review by faculty and the BSW Program Director, no later than three weeks following the end of the semester in which application is made.

Admission decision options include full admission, provisional admission, or denial of admission.

Students receiving provisional admission or denial of admission may not progress to the next cluster of BSW core courses.

Students receiving provisional or denied admission may appeal to the department for review.

Do you understand the BSW Admission requirements?

I am admitted as a student at The University of North Carolina at Pembroke and declared social work as my major.?
I have an overall and major GPA of 2.5 or higher.

Have you completed ENG 1050 and 1060 with a "C" or better.

Have you successfully completed the SWK 3450 and SWK 3480 prerequisite, Sociology SOC 1020?

Have you successfully completed the SWK 3480 prerequisite, ECN 1000 or ECN/GGY 2060?

Have you successfully completed the SWK 3850 prerequisite, ENG 3700

Have you successfully completed the SWK 3450 prerequisite, BIO 1030/EXPH 2100 or equivalent

Have you successfully completed the SWK 3480 prerequisite, PLS 1000 or PLS 1010

Have you successfully completed the SWK 3810 prerequisite, MAT 1050 or 1070 or 1080 or 1090 or 2150 or 2210 or PLS 1010

Have, or will have by the end of this semester, completed SWK 2000, 2450, 3050 and 3800 with a "C" or better.

Portfolio Assignments

All core social work courses require a major paper, project or assignment due at the end of the course. These are portfolio assignments.

Core Course	Portfolio Assignment
SWK 2000 Introduction to Social Work	Social Work Careers/Settings
SWK 2450 Human Diversity	Culturally Competent Practice Presentation
SWK 3050 Success in Social Work	Literature Review
SWK 3800 Social Work Practice I	Process Recording
SWK 3450 Human Behavior & Social Environment I	Human Development Theory Paper
SWK 3480 Social Welfare Policies	Social Policy Analysis Paper
SWK 3850 Social Work Practice II	Community Needs Assessment
SWK 3910 Understanding Social Research	Evidence-Based Practice Paper
SWK 4450 Human Behavior & Social Environment II	Theory Paper
SWK 4600 Social Justice and Practice Ethics	Social Justice Analysis Paper
SWK 4800 Social Work Practice III	Evidence-Based Planned-Change Project
SWK 4910 Field Work	Mid and Final Evaluation

Students are responsible and required to store these portfolio assignments. A cloud-based storage method is recommended (OneDrive, Google Drive, or DropBox)

These portfolio assignments will be added to your ePortfolio Assignment during your final semester in field seminar.

I affirm that I have read and understand the expectations of Portfolio assignments

Have you ever been convicted of a misdemeanor or felony?

Do you currently have any pending misdemeanor or felony charges against you?

Have you ever been denied admission to a social work undergraduate program?

If any answer to the previous 3 questions is YES, please explain below.

Are you interested the Child Protective Services (CPS) NC Child Welfare Education Collaborative? (see <https://cwec.web.unc.edu/about/> or <https://www.uncp.edu/departments/social-work/child-welfare-education-collaborative>)

Are you interested in NC School Social Work Licensure? (<https://www.uncp.edu/departments/social-work/SchoolSocialWorkLicensure> or <https://www.uncp.edu/departments/social-work/SchoolSocialWorkLicensure>)

Are you interested in the Medical (Hospital, Hospice, Nursing Home, Gerontology) area of Social Work?

Are you interested in the Mental Health/Substance Abuse area of Social Work?

If none of the above, please tell us what area of social work you are interested in.

Essay

As part of your application, submit a 1000-word essay in APA format. Only pdf, doc, docx file formats accepted. Your essay must address the following 3 sections:

Section 1:

Why do you want to enter the professional BSW program and what experiences led you to think that the social work profession is a good fit for you?

Section 2:

Discuss a major social problem that you are interested in and compose a "mini literature review" on the problem. Ground your discussion of the social problem using credible peer-review sources (minimum of 3). Sources must be cited using APA style.

Section 3:

Read the NASW Code of Ethics and discuss it briefly in this section of the essay. Your discussion should first address the overview section of the Code and the purpose section. What is the Code and what is its purpose in social work?

Then, select one ethical principle or ethical standard, discuss it briefly and how you would apply it as a social worker. Be sure to cite the Code of Ethics in APA style.

Divide the essay into three headings using APA style. You should use support and references as appropriate throughout your essay. Essay must be typed, double-spaced and follow APA formatting. In place of your name, type

your Banner ID number.

Do not include your name.

For APA support visit: (<https://www.uncp.edu/departments/social-work/department-social-work-apa-writing-center>)

Recommendation Forms

Upload two completed BSW program recommendation forms.

The first form must be a professional reference from your work supervisor/supervisors of past volunteer experiences. If you have no work/volunteer history you can use one of your UNCP course professors.

The second form can be a personal or professional recommendation.

Letters of recommendation are not required.

Volunteer Evaluation Form

Submit your completed Volunteer Evaluation Form, signed by you and your volunteer supervisor.

(Required for your SWK 3050 Success in Social Work course volunteer experience)

Affirmation

By typing your name below, you affirm you have read and agree to abide by the following UNCP BSW Program Elements of Professional Performance. In addition to academic standards you are also expected to demonstrate ethical behavior detailed below:

1.0 Communication Skills-

Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) style. Students shall communicate orally in such manner as to clearly express their ideas and feelings to others. This expectation shall allow on a case-by-case basis for any reasonable accommodations approved for a student by the Accessibility Resource Center.

2.0 Interpersonal Skills-

Students are expected to demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues. Communicate thoughts, feelings and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors. Listen to and understand the thoughts, feelings and intentions of others. Work effectively with others regardless of their level of authority. Advocate for themselves in an appropriate and responsible manner and use proper channels to resolve conflicts. Accept feedback in a constructive manner and in a way that furthers professional performance. Accept responsibility for their behavior and be aware of the effect of his or her behavior upon others.

3.0 Cognitive Skills-

Students are expected to conceptualize and integrate knowledge. At minimum students shall demonstrate the ability to process information and apply information appropriately. In the course of their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral and biological sciences and apply that knowledge to professional practice.

4.0 Self Awareness and Judgment of Abilities and Limitations-

Students are expected to exhibit knowledge of how their values, beliefs, behavior and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes in working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are further expected to seek and accept supervision and advice when necessary for their academic and professional performance.

5.0 Stress Management Skills-

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes use of the following skills: Awareness of one's stress and how it might affect interpersonal relations and professional judgment. Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

6.0 Skills in Safeguarding Emotional and Mental Functioning-

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance abuse, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

7.0 Ethical Behavior-

Students are expected to exhibit a strong commitment to the goals and values of social work and to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the UNCP Student Code of Conduct.

Type your full name to affirm.

Appendix B

BSW Program Recommendation Form

Please select references that have known you for at least one year. Two references with whom you have had a Professional working relationship are preferred. Some options include volunteer supervisors, employers, or co-workers. If two professional references are not available you may only use 1 personal reference. Some options are former instructors, clergy, and mentors (e.g. No family and friends).

General Education Requirements (Freshman and Sophomore Years) 44 hours	
A: Communication Skills (2 courses)	6 total hours
<input type="checkbox"/> ENG 1050 (3hrs)	(PREREQ for SWK 2000, 2450, and ENG 3700)
<input type="checkbox"/> ENG 1060 (3hrs)	(PREREQ for SWK 2000, 2450, and ENG 3700)
B: Physical Education (2 courses):	2 total hours
<input type="checkbox"/> PED 1 (1hr)	PED 1010, 1300, 1310, 1320, 1330, 1340, 1350, 1360, 1370, 1380, 1390, 1410, 1450, 1460, 1770, 1790, PED (MSC) 1800, PED (THE) 1810 or 1820, 1900, 1910, 1950
<input type="checkbox"/> PED 2 (1hr)	
C: Arts and Humanities (4 courses)	12 total hours
<input type="checkbox"/> Fine Arts (3hrs)	ART 1450, 2050, 2080, 2090; THE 2500; MUS 1020, 1040, 2940, 2980
<input type="checkbox"/> Literature (3hrs)	ENG 2010, 2020, 2030, 2050, 2060, 2080, 2090, 2100, 2180, 2190, ENG (AIS), 2200, 2230, 2240, 2410, 2470, 2480
<input type="checkbox"/> History (3hrs)	HST 1010, 1020, 1030, 1140, 1150; HST (AIS) 1100 or 1110
<input type="checkbox"/> Phil./Rel. (3hrs)	PHI 1000, 1010, 2040, 2070; REL 1080 or 1300
D: Social Science (3 courses)	9 total hours
<input type="checkbox"/> SOC 1020, SOC (AIS) 1050, or SOC 2090 (3hrs)	(PREREQ for SWK 3450 and 3480)
<input type="checkbox"/> PLS 1000 or 1010 (3hrs)	(PREREQ for SWK 3480)
<input type="checkbox"/> PSY 1010 (3hrs)	(PREREQ for SWK 3450)
E: Natural Science (2 courses) and Math (1 course)	9 total hours
<input type="checkbox"/> BIO 1030 or BIO 2110 (3hrs)	(PREREQ for SWK 3450)
<input type="checkbox"/> Natural Science 2 (3hrs)	GLY 1150/2460 or PHS 1100/1560 or CHM 1300
<input type="checkbox"/> MAT 1050 or 1070 (3hrs)	(PREREQ for SWK 3810 and 3910)
F: General Education Program Electives (2 courses)	6 total hours
<input type="checkbox"/> Gen Ed Elective 1 Social Science:	ECN 1000, 2020, or 2030 (PREREQ for SWK Cluster II)
<input type="checkbox"/> Gen Ed Elective 2 Humanities:	Fine Arts/ Literature/ History/ Phil./Rel. (3 hrs) See Section IV of the General Education Checklist
G: University-wide Electives (7 courses) Social Work electives recommended	___ of 19 total hours
___ of 63 General Education & University Elective Hours	
Notes:	
Social Work Prerequisite Cluster (3 courses)	
9 hours	
<input type="checkbox"/> SWK 2000 Introduction to Social Work (3 cr.) (Requires C for passing)	PREREQ: ENG 1050 and or social welfare minor
<input type="checkbox"/> SWK 2450 Human Diversity & Populations at Risk (3 cr.) (Requires C for passing)	PREREQ: ENG 1050 and 1060 and or social welfare minor
<input type="checkbox"/> ENG 3700 (3 cr.) (Requires C for passing)	PREREQ ENG 1050 and 1060 (PREREQ: for SWK 3450)

The Department of Social Work Requirements Junior Year Semester I Cluster	
Foundation/Pre-Social Work Major Curriculum	Prerequisite Courses
<input type="checkbox"/> SWK 3050 Success and Prof. in Social Work (3 cr.) *WD	Social Work Prerequisite Curriculum
<input type="checkbox"/> SWK 3450 Human Behavior & Social Environment (HBSE) I (3 cr.) *WE	Social Work Prerequisite Curriculum SOC 1020, 1050, or 2090; PSY 1010
<input type="checkbox"/> SWK 3800 Social Work Practice I (3 cr.)	Social Work Prerequisite Curriculum
<input type="checkbox"/> SWK Elective 1 (3hrs)	1 of 2
Junior Year Semester II Cluster <i>(Requirements: Acceptance into BSW Program, Completion of Junior Year Semester I and Completion of 22 out of 24 Gen Ed courses (90%))</i>	
Professional/Social Work Major Curriculum	Prerequisite Courses
<input type="checkbox"/> SWK 3480 Social Welfare Policies & Programs (3 cr.)	Junior Year Semester I <i>Acceptance into BSW Program</i> or social welfare minor ECN; PLS; SOC;
<input type="checkbox"/> SWK 3810 Statistics for SWK and Helping Prof. (3 cr.)	Junior Year Semester I and <i>Acceptance into BSW Program; MAT</i>
<input type="checkbox"/> SWK 3850 Social Work Practice II (3 cr.) *WE	Junior Year Semester I and <i>Acceptance into BSW Program</i>
<input type="checkbox"/> SWK Elective 2 (3hrs)	2 of 2
Senior Year Semester I Cluster <i>(Requirements: Completion of Junior Year Semester II)</i>	
<input type="checkbox"/> SWK 3910 Understanding Social Research (3 cr.) *WE	Junior Year Semester II Formal acceptance into the BSW Program A minimum overall GPA of 2.5
<input type="checkbox"/> SWK 4450 Human Behavior & Social Environment II (3 cr.)	
<input type="checkbox"/> SWK 4600 Social Justice and Practice Ethics (3 cr.)	
<input type="checkbox"/> SWK 4800 Social Work Practice III (3 cr.)	
Senior Year Semester II Cluster <i>(Requirements: Completion of Senior Year Semester I)</i>	
<input type="checkbox"/> SWK 4900 Field Work (9 cr.)	PREREQ: Senior Year Semester I Permission of Instructor Required SWK 4900 and 4910 must be taken concurrently Formal acceptance into the BSW Program A minimum overall GPA of 2.5 Students may only enroll in 12 hours during field
<input type="checkbox"/> SWK 4910 Integrative Seminar for Field Work (3 cr.)	
Social Work Electives (2 required)	
<input type="checkbox"/> SWK 3000 Narrative Appro. to Unders. Today's Older	<input type="checkbox"/> SWK 3540 School Social Work
<input type="checkbox"/> SWK 3700 Practice with Children and Adolescents	<input type="checkbox"/> SWK 3750 Social Work Practice with Latinx Pop
<input type="checkbox"/> SWK 3820 African American Populations	<input type="checkbox"/> SWK 3830 Child Welfare Services
<input type="checkbox"/> SWK 3840 Gerontological Social Work	<input type="checkbox"/> SWK 3870 Women in Society
<input type="checkbox"/> SWK 3880 Native American Populations	<input type="checkbox"/> SWK 3890 Social Work Practice with LGBTQ Pop
<input type="checkbox"/> SWK 4460 Medical Social Work	<input type="checkbox"/> SWK 4470 Crisis Intervention
<input type="checkbox"/> SWK 4490 SWK Practice with Justice-Involved Pop	<input type="checkbox"/> SWK 4550 Treatment of Alcohol and Drug Addiction
<input type="checkbox"/> SWK 4720 Social Work Practice with Individuals with Disabilities	
48 Social Work Program Hours	120 Total Hours Needed to Graduate

Appendix D

The University of North Carolina at Pembroke Academic Honor Code Policy

See link: <https://www.uncp.edu/pr/pol-020505-academic-honor-code-policy>

Authority: Chancellor

History:

- First Issued: Prior to July 2004
- Revised: July 2004
- Revised: November 10, 2015
- Revised: January 28, 2021
- Last Revised: April 6, 2022

Related Policies:

- [UNC Policy Manual 700.4.1 – Minimum Substantive and Procedural Standards for Student Disciplinary Proceedings](#)
- [UNC Policy Manual 700.4.2 – Policy on Student Conduct](#)

Additional References:

- [Request for Appellate Consideration](#)
- [Settlement of a Violation of the Academic Honor Code](#)
- [UNCP Student Handbook](#)
- [Lancaster, J. \(2008\). Student conduct practice the complete guide for student affairs professionals. Sterling, Va.: Stylus Pub](#)
- [The University of North Carolina. \(2014\). Academic Dishonesty. In The Instrument of Student Judicial Governance \(pp. 5-6\). Chapel Hill, NC.](#)

Contact Information: Office of Student Conduct, 910-521-6851.

1. STATEMENT OF PRINCIPLES

1.1 Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the UNCP Academic Honor Code.

1.2 Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

1.3 The Academic Honor Code applies to both undergraduate and graduate students who attend the University of North Carolina at Pembroke.

2. ACTS THAT VIOLATE THE ACADEMIC HONOR CODE

2.1 While specific violations may take many forms, the general categories of acts that violate the Academic Honor Code are as follows:

2.1.1. Cheating. Cheating means the use of or attempted use of unauthorized materials and methods (notes, books, electronic information, submission of work composed by another entity, telephonic or other forms of communication, or other sources or methods) in any academic exercise, whether graded or otherwise. This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise, whether graded or otherwise.

2.1.2. Plagiarism. Plagiarism is defined as the representation of another's words, thoughts, creative works, images or ideas as one's own without proper attribution in connection with submission of academic work, whether graded or otherwise.

2.1.3. Fabrication and falsification. Fabrication and falsification is defined as the alteration, invention or citation of any information or material in any academic exercise, whether graded or otherwise. Falsification is a matter of altering information or material, while fabrication is a matter of inventing or counterfeiting information or material for use in any academic exercise, whether graded or otherwise.

2.1.4. Abuse of Academic Materials. Abuse of Academic Materials is defined as the destruction, defacement, stealing, altering, or making inaccessible library or other academic material.

2.1.5. Complicity in Academic Dishonesty. Complicity means knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. Simply stated, don't help someone else be dishonest.

2.1.6. Multiple submission of work for credit. Multiple submission of work for credit is defined as reusing work that you have already published or submitted for a class, or in fulfillment of any other academic requirement at any institution, without prior permission of the faculty member. It can involve re-submitting an entire paper or copying or paraphrasing passages from your previous work without permission and without proper citation.

3. PENALTIES FOR VIOLATIONS OF THE ACADEMIC HONOR CODE

3.1 The UNCP community takes the Academic Honor Code very seriously. Consequently, violations may lead to severe penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Some first offenses are properly handled

and penalties determined by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described below to handle such an offense.

3.2 Penalties which individual faculty members may impose are limited to the following:

3.2.1. a formal written warning or reprimand;

3.2.2. a reduced grade (including F) for the assignment;

3.2.3. a reduced grade (including F) for the entire course; and

3.2.4. supplemental educational assignment(s) in conjunction with the penalties above.

3.2.1 In all cases, whatever the penalty, a signed Settlement of a Violation of the Academic Honor Code form will be kept for ten years in the Office of Student Conduct. When submitting the form to the Office of Student Conduct, all information on the form must be completed in its entirety as well as signed by both the faculty member and the student. The purpose of this record-keeping is to deter students from repeating offenses and to maintain continuity of recordkeeping regarding academic misconduct. A second purpose is to be sure students who violate the Academic Honor Code a second time are appropriately adjudicated.

3.3 The Conduct Hearing Board (CHB) handles all second offenses, some more serious first offenses, and any charges that the student feels are unfounded. In addition to any of the penalties available to an individual faculty member, the CHB may implement educational sanctions (i.e. educational courses on academic integrity, referral to academic support services, referral to counseling, etc.) suspend the student from the university for a designated period of time, (one semester, one year, etc.) or dismiss the student from the university.

3.4 Several factors are considered in determining what penalty to impose for a violation of the Academic Honor Code. Those factors include:

3.4.1. the nature and seriousness of the offense;

3.4.2. the injury or damage resulting from the violation;

3.4.3. the student's prior disciplinary record; and

3.4.4. the student's attitude and behavior after the violation was committed.

4. PROCEDURES FOR HANDLING CHARGES OF VIOLATIONS

4.1 If the faculty member responsible for a course obtains evidence, either directly or through information supplied by others, that a student may have violated the Academic Honor Code, the

faculty member has a duty to investigate and document the incident by collecting whatever relevant information is available.

4.2 If the faculty member decides that the information is sufficient to support a charge against the student, the faculty member is to contact the director of student conduct, who will determine from the records of past violations whether the student in question has previously admitted to, or been found responsible in a previous case of, an Academic Honor Code violation.

4.3 If the suspected violation would be a second offense, the faculty member must take the case to the CHB. If the charge would be a first offense and the faculty member believes that a penalty no greater than F in the course would be appropriate, the charge may be settled between the faculty member and the student (as described below), with the settlement form signed and filed with the Office of Student Conduct . If the suspected violation would be a first offense, but one for which the faculty member considers the appropriate penalty to be more severe than F in the course, the case must be brought to the Office of Student Conduct for referral to the CHB.

4.4 Once a student has received notice that he or she is alleged to have violated the Academic Honor Code and has been notified of the allegation, he or she may not withdraw from the course or the university in order to avoid the penalty.

5. SETTLEMENT PROCEDURE TO BE USED BY INDIVIDUAL FACULTY MEMBERS

5.1 The faculty member shall meet via phone, email, video conferencing, or in person with the student suspected of violating the Academic Honor Code, present the evidence of the violation, and request an explanation from the student. After hearing the explanation, if the faculty member decides that a violation has occurred, he or she fills out and signs the Settlement of a Violation of the Academic Honor Code form, which is available to all faculty members online or in hard copy through the Office of Student Conduct. The faculty member indicates the nature of the violation and the penalty to be applied, and then gives a copy of the form to the student. After receiving the form, the student has three (3) calendar days to consider and seek advice on whether to admit responsibility and accept the penalty by signing the form.

5.2 If the student agrees to sign, admitting responsibility and accepts the penalty proposed, he or she does so in the presence of the faculty member or email communication with the faculty member. The faculty member then imposes the penalty. The faculty member will then make two (2) copies of the signed form. The faculty member will provide one copy to the student and keep one copy for their files. The faculty member will send the original signed settlement form to the director of student conduct, who keeps a record of first offenses for ten years, and thus the matter is ended. If the student decides not to admit responsibility or not to accept the penalty, the faculty member must take the case to the Office of Student Conduct for the incident to be referred to the CHB, if any penalty is to be imposed.

6. CONDUCT HEARING BOARD

6.1 Composition of the CHB is as follows:

6.1.1. a minimum of five (5) students recommended by the president of the student body, and/or interested students may be recommended by university departments or interested students may apply to the Office of Student Conduct for selection for consideration by the chancellor. Students that are recommended and/or selected will be appointed by the chancellor.

6.1.2. a minimum of five (5) faculty members recommended by the faculty senate chairperson and appointed by the chancellor.

6.1.3. a minimum of five (5) administrative members recommended by the vice chancellor for student affairs and appointed by the chancellor.

6.2. Hearings follow procedures outlined in the UNCP Student Handbook, Chapter IV., Rights and Responsibilities. The CHB will judge the student as responsible or not responsible of the charges contained in the form submitted by the faculty member. The faculty member who has submitted the violation will provide information to the CHB to support his/her position. The student who has been charged with a violation may provide information to the CHB to support his/her position. Members of the CHB may question either the student or the faculty member or both and may ask for additional materials as they see fit to do so. In a closed session, the CHB will come to a conclusion about the validity of the charges.

6.3 If the student charged with a violation of the Academic Honor Code is found not responsible, the CHB prepares a written report of the case and sends it to the director of student conduct, who will maintain a confidential file of materials related to the case. No part of the file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

6.4 If a student is found responsible of violating the Academic Honor Code, the CHB will determine an appropriate penalty. Both the student and faculty member who submitted the violation may give evidence and make statements concerning the appropriate penalties to be imposed. The director of student conduct will supply the student's previous academic honor code disciplinary record (if any) to the CHB.

6.5 After hearing the evidence on the appropriate penalty, the CHB will determine the penalty, and prepare a written report to the student and the director of student conduct. The director of student conduct notifies the faculty member and the provost and vice chancellor for academic affairs of the contents of that report. If the CHB decides that a penalty of a grade of F in the course (or one less severe) is appropriate, the faculty member imposes that penalty and no other penalty. If a more severe penalty is deemed appropriate, the director of student conduct implements the penalty indicated in the report. The student will be notified by the director of student conduct within five (5) days of the CHB's determination of penalty.

7. CONDUCT APPEAL BOARD

7.1 If the CHB has found a student responsible of violating the Academic Honor Code, the student has the right to appeal that decision. If the student does not file a notice of appeal, the decision of the CHB will be final.

7.2 In order for a student to appeal a determination of the CHB in an Academic Honor Code violation, the student must contact the Office of Student Conduct to complete the “Request for Appellate Consideration” form. A student must submit the “Request for Appellate Consideration” form within five (5) calendar days to the director of student conduct. The director of student conduct will deliver the request as well as all related materials to the Conduct Appeal Board.

7.3 The composition of the Conduct Appeal Board and its powers are in Chapter IV., Rights and Responsibilities. For Academic Honor Code violations and their appeals, the provost and vice chancellor for academic affairs (or his or her designee) will represent the vice chancellor for student affairs.

7.3.1 All charges for alleged Academic Honor Code violations occurring one week prior to exams and going through exam week and during summer sessions will be heard by the administrative hearing officer. Appeals will be directed solely to the provost and vice chancellor for academic affairs or his or her designee.

8. WHAT TO EXPECT FROM FACULTY

8.1 Faculty members have been instructed that they shall outline their expectations pertaining to the Academic Honor Code at the beginning of each course. Students must be made aware that some faculty members authorize or prohibit specific forms of student conduct which are unique to their courses or disciplines. All faculty members shall refer students to the Academic Honor Code which is published in the UNCP Student Handbook. Further, faculty members have been advised to include the following statement in all course syllabi:

8.1.a Student Academic Honor Code. Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore shall be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the university. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

8.2 In general, faculty members shall, take preventive measures to avoid cases of academic dishonesty (for example, examinations shall be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty

and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.

Appendix E

Code of Ethics of the National Association of Social Workers

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. The 2021 update includes language that addresses the importance of professional self-care. Moreover, revisions to Cultural Competence standard provide more explicit guidance to social workers. All social workers should review the new text and affirm their commitment to abide by the Code of Ethics. Also available in Spanish.

The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, Purpose of the NASW Code of Ethics, provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.

The third section, Ethical Principles, presents broad ethical principles, based on social work's core values, that inform social work practice.

The final section, Ethical Standards, includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

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

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

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

service
 social justice
 dignity and worth of the person
 importance of human relationships
 integrity
 competence.

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

Purpose of the NASW Code of Ethics

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

The NASW Code of Ethics serves six purposes:

The Code identifies core values on which social work's mission is based.

The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.

The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.

The Code provides ethical standards to which the general public can hold the social work profession accountable.

The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards, and encourages all social workers to engage in self-care, ongoing education, and other activities to ensure their commitment to those same core features of the profession.

The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context

in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

* For information on the NASW Professional Review Process, see NASW Procedures for Professional Review.

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

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

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

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

(such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law.

Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

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

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, "technology-assisted social work services" include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity. Social work organizations,

agencies, and educational institutions are encouraged to promote organizational policies, practices, and materials to support social workers' self-care.

Ethical Principles

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

Value: Service

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

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

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

Value: Dignity and Worth of the Person

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

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

Value: Importance of Human Relationships

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

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

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

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

Value: Competence

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

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

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society. Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

See Social Worker Ethical Responsibilities link:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Appendix F

University of North Carolina at Pembroke

Campus Association of Social Work (CASW) Code of Ethics

Social work students' ethical responsibilities to learning

- 1.1 Social work students should understand that the program offers a generalist method foundation; upon graduation practice should be completed within this framework.
- 1.2 Social work students may not cheat. [Definition: Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise].
 - a. Dishonesty, Fraud, and Deception: As cited in the National Association of Social Workers (NASW) Code 4, Social work students should not participate in, condone, or be associated with dishonesty, fraud, and/or deception.
 - b. Fabrication and Falsification: Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
 - c. Plagiarism: Intentionally or knowingly presenting the words or ideas of another as one's own without proper acknowledgement of the source.
 - d. Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making materials inaccessible (i.e. library, social work resource room, or other academic resources).
 - e. Complicity in Academic Dishonesty: Intentionally, knowingly helping, or attempting to help another to commit an act of academic dishonesty.
- 1.3 Pre-social work majors should make an earnest effort to complete volunteer work that is meaningful for one's social work education and interest.

2. Social work students' ethical responsibilities to other students

- 2.1 Social work students must respect the differences of other student's opinions
- 2.2 Social work students should not intentionally disrupt classes in any form or manner.
- 2.3 Social work students must ensure that the description of their involvement and status in the CASW are cited accurately and in accordance with the CASW constitution.
- 2.4 Social work students should not act in a way that endangers other students, faculty, and/or clients.

- 2.5 Social work students may not bring frivolous or false charges against other students.
 - 2.6 Social work students who observe, believe, or suspect another student of cheating in any graded assignment must immediately bring the matter to the attention of the instructor.
3. Social work students' ethical responsibilities to professors and the Social Work Program
- 3.1 Social work students should conduct themselves as an entry-level professional at all times on and off campus.
 - 3.2 Social work students must fully embrace the generalist model as a perspective for social work practice
 - 3.3 Social work students are obligated to live up to their full intellectual potential in completing assignments.
 - 3.4 Social work students should focus on course content and practice application rather than preoccupation with grades. Social work students should conduct themselves as an entry level professional at all times on and off campus.
 - 3.5 Social work students who question the ethical validity of the field agencies' assignments and/or Field Director's policies and procedures are obligated to confer with a Department of Social Work faculty member.

Social work students' ethical responsibilities to field work client systems

- 3.6 Students are obligated to comply with all ethical responsibilities to client systems as articulated in the NASW Code of Ethics (standards 1.01-1.16). The following ethical standards relevant to the activities of all social work students include: Commitment to Clients, Self-Determination, Informed Consent, Competence, Cultural Competence and Social Diversity, Conflicts of Interest, Privacy and Confidentiality, Access to Records, Sexual Relationships, Physical Contact, Sexual Harassment, Derogatory Language, Payment for Services, Clients Who Lack Decision-Making Capacity, Interruption of Services, and Termination of Services.
- 3.7 Social work students who are involved in volunteer work and/or field work and are confused about an impending ethical issue should consult the setting supervisor and a social work faculty member.

5. Social work students' ethical responsibilities to field supervisors

- 5.1 Social work students are obligated to fulfill the terms of the Agency-Student-University Contract.
 - a. Adhere to professional ethics and conform to the usual standards and practices of the agency.

- b. Meet work requirements as regularly scheduled by the agency within the Universities requirements of four days a week for the semester of field placement.
 - c. Observe accuracy and promptness in preparation of correspondence, records and reports.
 - d. Relate to appointed agency field supervisor in matters of consultation and supervision, keeping the field supervisor informed of activities and progress.
 - e. Provide professionally sound and appropriate services to clients.
- 5.2 Social work students are obligated to complete field assignments in a committed, serious, and purposeful fashion.
- 5.3 Social work students are obligated to live up to their full intellectual ability when complete in their field work experience.
- 5.4 Social work students are obligated to comply with field agency policies and procedures.
- 5.5 Social work student who question the ethical validity of the field agencies assignments and/or the field directors policies and procedures are obligated to confer with the field supervisor.
- 6 Students' ethical responsibilities to The University of North Carolina at Pembroke
 - 6.1 Social work students should act in a manner that brings a positive image or credit to UNCP.
 - 6.2 Social work students are obligated to comply with the UNCP Student Honor Code.
 - 6.3 Social work students are obligated to refrain from defacing UNCP property and equipment.

Appendix G

Department of Social Work Student Academic/ Non-Academic Review Conference (SARC)

1. Purpose

A Student Academic/Non-Academic Review Conference (SARC) is held when concerns arise pertaining to the academic or professional performance of individual students as outlined in the Non-Academic Performance Standards (Student/Field Handbooks). It provides the student with an opportunity to be heard by an Academic Review Faculty Committee (ARFC). It also allows the ARFC the opportunity to seek clarifications from the student in regards to the concern and examine the student's intent in rectifying his/her academic/professional performance issues. ARFC is charged with the task of making recommendations to the Chair/Program Director presented at the conference.

2. Conditions that Initiate a Student Academic/Non-Academic Review Conference

Academic progress toward the Bachelor of Social Work degree or Master of Social Work degree is reviewed each semester for all students. A Student Academic/Non-Academic Review Conference may occur for any of the following reasons:

6. Substandard academic performance in the Bachelor of Social Work degree program: a grade point average that falls below 2.5 after admission to the program;
7. Substandard academic performance in the Master of Social Work degree program: a grade point average that falls below 3.0 after completion of 6 or more credits;
8. Alleged violation of the Code of Ethics of the National Association of Social Workers by report from the field instructor, faculty liaison, advisor, faculty member, academic advisor, or peer; and/or.
9. Alleged violation of the UNC Pembroke Student Code of Conduct and UNC Pembroke Academic Honor Code by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer; and/or (see #11 below for adjudication of these alleged violations)
10. Alleged failure to demonstrate the capacity to engage in appropriate professional social work roles by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer.

3. Possible Recommendations

Possible recommendations may include:

1. Continuation in the program in good standing without remedial action; no action plan initiated.
2. Continuation in the program in good standing contingent upon successful completion of remedial action; action plan initiated.
3. Referral to the Student Conduct Office/Graduate Office with recommendations from the

program.

4. Procedures for Convening a Student Academic/Non-Academic Review Conference

Students, academic advisors, field supervisor/task instructor, field liaisons, or other members of the full-time or part-time social work faculty may request, in writing, that the Department Chair initiate a Student Academic/Non-Academic Review Conference (SARC) process. The statement shall set forth the reasons for the request, describe the general nature of the problem in sufficient detail for the understanding of the Department Chair and conference members, and list any specific questions to be addressed by the Academic Review Faculty Committee (ARFC). A SARC may be held at any time during the semester. If a SARC is necessary at the end of a semester, persons requesting the review should notify the Department Chair as early as possible so that the review can occur before the next semester begins. If a decision is made to hold a SARC, the Department Chair will notify the student by the UNCP email system and/or return-receipt-requested certified mail detailing the student's rights and responsibilities (see section 9).

5. Committee Membership

In the Department Chair's notification, the student will be requested to provide a list of up to five full-time faculty members, preferably those with whom the student has studied. When provided, the Department Chair will appoint an Academic Review Faculty Committee (ARFC), drawing upon the student's nominations when available; appointing a chair and two other faculty members. If no response is received from the student within five business days after the date of the Department Chair's notification, the Department Chair will appoint an ARFC without student input. At this time, the Departmental Chair will set a date and time for the Student Academic/Non-Academic Review Conference (SARC). Should an unavoidable emergency keep the student from attending the scheduled SARC, the student should notify the Department Chair immediately. The student's academic advisor is not eligible to serve on the ARFC due to a potential for conflict of interest. Any other potential conflicts of interest are to be reported to the Department Chair by faculty or staff appointed to the ARFC. Additional participants may be invited by the chair of the ARFC to provide additional testimony, including other faculty, field supervisors, or other students.

6. Responsibilities of the Academic Review Faculty Committee Chair

The chair of the Academic Review Faculty Committee (ARFC) is responsible for:

- Distributing preliminary documentation to the ARFC members and Student within 2 business days prior to the Student Academic Review Conference (SARC); to include the initial statement requesting the review and any supporting documentation.
- Conducting meetings in an orderly and professional manner.
- Due to confidentiality and privacy, audio or video recording(s) of SARC meetings are not allowed.
- Ensuring that all available information concerning the student's academic and professional performance is gathered and available for evaluation by the ARFC and Student; including the invitation of any relevant additional participants (see section 5).

- Ensuring the preparation and distribution of committee meeting minutes.
- Preparing and forwarding the recommendations and any action plan in writing to the Department Chair within seven business days following the SARC meeting date.

7. Responsibilities of the Academic Review Faculty Committee Members

Academic Review Faculty Committee (ARFC) members are responsible for:

- Thoroughly reviewing preliminary documentation prior to the Student Academic Review Conference (SARC).
- Attending the scheduled SARC as established.
- Contributing to the conference; to include but not limited to assisting in the gathering of information concerning the student's academic and professional performance, contributing to evaluation of information concerning the student's academic and professional performance, contributing to possible resolutions and action plans, and exercising individual voting rights and responsibilities.

8. Conference Process: Meeting, Vote, and Report

A Student Academic/Non-Academic Review Conference (SARC) is to be held within the same semester that a student concern is initiated. The Department Chair will set a date and time for the Student Academic Review Conference (SARC) and will notify the appointed chair. An alternative conference date and time will be set only if a conflict of a serious nature exists for the student and if the student communicates this to the conference chair within two (2) weeks of the originally established conference date.

The student will be allowed up to 30 minutes to provide information about the concern and then he/she may answer any questions that the Academic Review Faculty Committee (ARFC) may have. At this time the student may request that their written statement be included with the recommendation and action plan forwarded to the Departmental Chair. Other invited members, as defined in section 9, will each be allowed 30 minutes of time to present an oral and/or written report. The conference will then allow adequate time, as determined by the conference members, for review of any remaining documentation. Due to confidentiality and privacy, audio or video recording(s) of SARC meetings are not allowed.

ARFC members will hold a vote to send the recommendation ruled by the majority to be provided to the Departmental Chair. The ARFC report shall include a summary of all alternative solutions proposed during its deliberations as well as the recommendations of the majority. Any action plan steps are to be outlined. Upon receipt of the ARFC recommendations, it shall be the responsibility of the Department Chair to notify the student and the ARFC of the Department Chair's decision regarding the conference's recommended course of action. The notification shall be by the UNC Pembroke email system and/or return-receipt-requested certified mail. The action plan is effective with the date of the Department Chair's decision letter. The action plan will be held in abeyance while an appeals process is taking place, but once any appeals process is complete, the action plan is retroactive to the date of the Department Chair's decision letter.

9. Student Rights and Responsibilities

1. A student has the right and responsibility to provide the Department Chair with a list of up to five full-time faculty members, preferably those with whom the student has studied. Of the submitted faculty members, two will be included, as available, in the Academic Review Faculty Committee (ARFC).
2. A student has the right to receive the same records being provided to the ARFC committee members.
3. A student has the right to ask other witnesses (faculty, student) who have relevant testimony to attend the SARC. Witnesses will not be allowed to observe the SARC proceedings but will be provided time to present relevant testimony to the ARFC.
4. The student has the right and responsibility to appear in person at the SARC and be heard by the ARFC.
5. A student has the right to present to the conference written and oral statements describing his or her own perspective about the matters under review, and may make recommendations for resolution of the issues being considered by the ARFC.
6. At the student's request a copy of the student's written statement shall be attached to the ARFC's report to the Department Chair.
7. A student has the right to receive the ARFC committee report provided to the Department Chair. A student who believes that a fair remedy has been denied may appeal the decision by requesting a meeting with the Department Chair within forty-eight (48) hours after notification of the decision by obtaining a Request for Appellate Consideration form from the Department Chair and then submitting said form to the Department Chair within forty-eight (48) hours for prompt consideration. The appeal meeting should be scheduled within 7 business days and will be held in-person. The Department Chair may or may not modify the original decision, and may impose less severe sanction or more severe sanctions.
8. If still dissatisfied, a student may further appeal to the Dean, College of Health Sciences, by requesting a meeting with the Dean within forty-eight (48) hours after notification of the Department Chair's appeal decision by obtaining a Request for Appellate Consideration form from the Department Chair and then submitting said form to the Dean within forty-eight (48) hours for prompt consideration. The appeal meeting should be scheduled within 7 business days and will be held in-person.
9. A third person, employed at UNCP but not involved in the SARC process, may attend either appeal meeting to assist with documentation and note taking.
10. Because of the sensitive nature of the matters reviewed through the Student Academic/Non-Academic Review Conference (SARC), all parties involved are expected to keep the proceedings and outcome confidential, except to the extent that ARFC actions require notification of other parties.
11. Due to confidentiality and privacy, audio or video recording(s) of SARC meetings are not allowed. A student has the right to take written notes during SARC meetings.

10. Dismissal from the Program

Among the recommendations available to the Academic Review Faculty Committee (ARFC), the

ARFC may recommend dismissal from the BSW or MSW program. Students who fail to comply with the recommendations and related action plan, as decided by the Department Chair, may be recommended dismissal from the Bachelor of Social Work or Master of Social Work programs.

- A student who refuses to comply with the recommendation and related action plan will be dismissed from the Bachelor of Social Work or Master of Social Work program immediately.
- If a student who is following an action plan violates a condition of the related action plan, another SARC process will be initiated to review the concerns and determine further recommendations, which could include dismissal from the Bachelor of Social Work or Master of Social Work programs.

The dismissal decision is final and there is no further appeal process following a dismissal decision.

11. Student Conduct Violations All Student conduct Violations will be adjudicated as outlined in the UNCP Student Code of Conduct found in the [UNCP student handbook](#).

Appendix H

Expectations of Satisfactory Academic Progress and Student Conduct Student Acknowledgement

The University of North Carolina at Pembroke Bachelor of Social Work (BSW) and the Master of Social Work (MSW) programs require that students hold themselves to the highest academic and conduct standards. Students are expected to maintain high standards of academic progress, ethical and professional behavior including: understanding and avoiding plagiarism and academic dishonesty; maintaining professional behavior in the classroom and field settings; maintaining academic progress and classroom standards; upholding the NASW Code of Ethics; UNCP Student Code of Conduct; and the UNCP Academic Honor Code.

Any student alleged to violate standards of academic, ethical, or professional behavior is subject to procedures as outlined in course syllabi and the BSW and MSW Student Handbooks. As outlined in the BSW and MSW Handbooks, a *Student Academic Review Conference (SARC)* may occur for any of the following reasons:

1. Substandard academic performance in the Bachelor of Social Work degree program: a grade point average that falls below 2.5 after admission to the program;
2. Substandard academic performance in the Master of Social Work degree program: a grade point average that falls below 3.0 after completion of 6 or more credits;
3. Alleged violation of the Code of Ethics of the National Association of Social Workers by report from the field instructor, faculty liaison, advisor, faculty member, academic advisor, or peer; and/or
4. Alleged violation of the UNC Pembroke Student Code of Conduct and UNC Pembroke Academic Honor Code by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer; and/or
5. Alleged failure to demonstrate the capacity to engage in appropriate professional social work roles by report from the field supervisor/task instructor, faculty liaison, academic advisor, faculty member, or peer.

I _____ acknowledge that:

- I have been provided with information related to academic, ethical, and professional behavior expectations, including information on plagiarism and the *Student Academic Review Conference (SARC)*.
- It is my responsibility to become familiar with standards of academic progress, student conduct, procedures for settlement/adjudication through review of the BSW and MSW Handbooks, and UNCP policy.
- Should it be alleged or demonstrated that I have violated expectations of academic, ethical, and professional behavior, I am subject to procedures as outlined in course syllabi, the *SARC* process as outlined in the BSW and MSW Handbooks, the UNCP Student Code of Conduct, the UNCP Academic Honor Code, and the [UNCP Student Handbook](#)
- I have the right to appeal decisions related to academic progress or ethical and professional behavior through the *SARC* process or through appeal procedures as outlined Section IV, Rights and Responsibilities of the UNCP Student Handbook.

Banner ID: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix I**THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
APPLYING FOR SCHOLARSHIPS****Department of Social Work**

1. All social work students who qualify are automatically applied to available scholarships
2. The Engagement & Outreach Committee reviews and selects applicants for the available scholarships

3. Available scholarships are listed below

_____	Von S. Locklear Endowed Memorial Scholarship in Social Work (Must be Native American to apply)
_____	Maria O'Neil McMahon Endowed Achievement Award (Must be a graduating senior to apply)
_____	Social Work Faculty Scholarship
_____	Maurice Bodenstein-Holocaust Memorial Scholarship in Social Work
_____	Margaret Kennerdell George Endowed Memorial Scholarship
_____	Jetter Bernard Locklear Memorial Endowed Scholarship (Must be Native American to apply)
_____	School of Arts & Sciences Scholarship for SWK Majors