

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

THE SCHOOL OF SOCIAL WORK

BACCALAUREATE SOCIAL WORK PROGRAM STUDENT HANDBOOK

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A WELCOME FROM THE DEAN



We are pleased that you are interested in pursuing a career in Social Work at Rutgers, The State University of New Jersey. Our program is dedicated to advocating for equity and justice as we prepare our students to serve all of New Jersey's citizens including the poor, the oppressed, those vulnerable to discrimination or injustice, and other at-risk populations. The program is fully accredited by the Council on Social Work Education.

Graduates of the baccalaureate level program are prepared for generalist social work practice with individuals, families, groups, and communities. Our graduates serve the state and are providing leadership throughout the nation and in other countries.

Our faculty bring years of experience as social workers, educators, consultants, and agency administrators. The faculty and staff are committed to maintaining a quality educational program, to meeting the needs of our students, and to providing leadership and service to the profession and community.

We look forward to having you as a student in our program. We hope you will find it a challenging and rewarding experience.

George Leibowitz, Ph.D., MSW

Dean, School of Social Work

A WELCOME FROM THE ASSISTANT DEAN OF UNDERGRADUATE EDUCATION



Welcome to the Rutgers School of Social Work!

It is a pleasure to extend a warm welcome to you as you begin or continue your journey toward becoming a professional social worker. As Assistant Dean of Undergraduate Education, my guiding philosophy is to be "Student-Centered, Strengths-Based, and Solution-Focused." This means that your growth, your potential, and your success are at the heart of everything we do.

At Rutgers, you are not just a student—you are part of a vibrant community of emerging leaders committed to academic excellence, service, equity, and social justice. Our faculty and staff are dedicated to supporting you academically, personally, and professionally as you learn to apply social work values in diverse settings. We believe in recognizing your strengths, nurturing your passions, and equipping you with the skills needed to make meaningful change in the lives of individuals, families, and communities.

As you move through this program, I encourage you to stay curious, stay compassionate, and stay committed to the ideals that brought you here. Together, we can turn challenges into opportunities and learning into leadership.

Welcome to the Rutgers School of Social Work family. We are excited to walk alongside you on this transformative journey.

V. DuWayne Battle, Ph.D., MSW

Assistant Dean of Undergraduate Education

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

HISTORY OF RUTGERS UNIVERSITY

Rutgers, The State University of New Jersey, has a unique history as a colonial college, a land-grant institution, and a state university. The University was chartered in 1766 as Queen's College and is the eighth institution of higher learning to be founded in the colonies before the revolution. The school opened its doors in New Brunswick in 1771 with one instructor, one sophomore, and a handful of first-year students. During this early period the college developed as a classical liberal arts institution. In 1825, the name of the college was changed to Rutgers to honor a former trustee and revolutionary war veteran, Colonel Henry Rutgers. With 47,000 students on campuses in Camden, Newark, and New Brunswick, it is one of the major state university systems in the nation. The University is made up of twenty-nine degree-granting divisions: thirteen undergraduate colleges, twelve graduate schools, and four schools offering both undergraduate and graduate degrees. Five are located in Camden, eight in Newark, and sixteen in New Brunswick.

The school is the premier School of Social Work offering accredited graduate degree programs in social work in the state of New Jersey. The Doctor of Philosophy and Doctor of Social Work Degrees are offered on the New Brunswick campus. The Masters of Social Work degree is offered on three campuses: New Brunswick, Newark, and Camden. The undergraduate degree, the Bachelor of Arts with a major in Social Work, is offered in cooperation with the College of Arts and Sciences on the Camden Campus and the School of Arts and Sciences in New Brunswick/Piscataway.

MISSION OF THE SCHOOL OF SOCIAL WORK

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

SCHOOL-WIDE LEARNING GOALS

Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

INTRODUCTION

This handbook contains important information for students who are majors or are interested in becoming majors in the School of Social Work at Rutgers. Please read this handbook carefully as it will help guide you through your social work major. It is also intended to supplement the information contained in your Rutgers University undergraduate catalog, which should be considered a valuable resource.

We hope that your tenure as a social work major will be stimulating, challenging, and productive. Students are encouraged to discuss questions regarding material in this handbook with their faculty advisor. Understanding the program's goals, expectations, and course sequencing is basic to your success in the School of Social Work.

ACCREDITATION

The School of Social Work offers an undergraduate program in social work leading to a Bachelor of Arts degree, and a graduate program in social work leading to the Master of Social Work degree. It is fully accredited by the Council on Social Work Education. The doctoral program, leading to a Doctor of Philosophy degree, is offered in cooperation with the Graduate School. The School of Social Work is a member of the Group for the Advancement of Doctoral Education.

NONDISCRIMINATION POLICY

It is the policy of Rutgers, The State University of New Jersey, to make the benefits and services of its educational programs available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex, sexual orientation, disability, marital status, or veteran status.

The university complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. Questions about these laws, or allegations of student rights violations, should be directed to the Director of Compliance and Student Policy Concerns and Designated Employee for Student Rights Compliance, Rutgers, The State University of New Jersey, 115 College Avenue, New Brunswick, NJ 08901-1190 (732-932-7109).

The School of Social Work adheres to the University policy on Nondiscrimination. In addition, in keeping with the standards of the Council on Social Work Education, it conducts its program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, political orientation, or sexual orientation.

BASW PROGRAM MISSION & GOALS

Consistent with the mission of the School of Social Work, the BA in Social Work program prepares students to empower individuals, families, groups, organizations, and communities within a variety of agency and community settings in the state of New Jersey and beyond. The BASW program utilizes an anti-racist, diversity, equity, and inclusion (ADEI) perspective; a liberatory consciousness framework, a global human rights lens, and a metacognitive pedagogy to promote critical thinking and social, racial, economic, and environmental action across all levels of the Person in Environment. Students in the BASW program will acquire the knowledge, values, and skills to serve various populations with a specific focus on underserved, minoritized, and oppressed groups. Upon graduation, students will be adept at the use of the generalist intervention model, research-informed practice, and be proficient in the skills of engagement, assessment, intervention, and evaluation on the micro, mezzo, and macro levels.

In 2016, the School of Social Work adopted three new school-wide learning goals:

Upon graduation, all students will be able to:

- Demonstrate Ethical and Professional Behavior;
- Engage Diversity and Difference in Practice;
- Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities.

GOALS OF THE BASW PROGRAM

1. Create an environment that prepares students to utilize a liberatory consciousness framework with an emphasis on one's responsibility to disrupt and dismantle racism and oppression based in an anti-racist pedagogy.
2. Prepare students for foundation level practice within a variety of agency and community settings and with diverse populations, including minoritized groups, in the State of New Jersey and elsewhere.
3. Prepare entry-level social work practitioners who serve effectively in a variety of capacities, from rural settings to complex metropolitan contexts of social work practice in New Jersey.
4. Develop practitioners sensitive to the diverse racial, ethnic, and cultural composition of the State and the region who work with a range of client systems to meet the needs of citizens and communities.
5. Provide a high-quality educational experience through a curriculum grounded in a liberal arts perspective, metacognitive skills, and centered on the professional foundation content designed to prepare entry-level professionals for beginning social work practice with client systems of various size and types.
6. Educate students to understand and use social work knowledge, values, skills, cognitive and affective processes, and behaviors throughout their professional practice.

7. Support students' preparation to continue their professional education, including pursuit of master's degree programs in social work.

OBJECTIVES OF THE BASW PROGRAM

The objectives of the BASW program operationalize the program goals. They specify that graduates of the program should be able:

1. To apply the knowledge and skills of generalist social work practice to interventions with diverse individuals, families, groups, organizations, and communities.
2. To apply the critical thinking skills of analysis, problem-solving, logic, reason, and evaluation to the professional context of practice with individuals, families, groups, organizations, and communities.
3. To practice in accordance with the values and ethics of the social work profession, and to demonstrate the professional use of self through conduct that exemplifies competence, self-awareness, integrity, respect for the individual, and ethical and social responsibility.
4. To demonstrate an understanding of the nature and dynamics of oppression and discrimination and demonstrate an understanding of vulnerable populations.
5. To understand the strategies and techniques of social change that advance social and economic justice.
6. To demonstrate a foundation knowledge of the history of social work and social welfare, and an overview of current social welfare policies and service delivery systems, and to be able to analyze the impact of these policies on individuals, families, organizations, and communities.
7. To demonstrate foundation knowledge and skills in research methods, to demonstrate an ability to evaluate relevant research studies and to recognize the implications of the findings for social work practice.
8. To demonstrate foundation knowledge about human development and behavior, and to draw upon this knowledge to assess the biological, psychological, social, and environmental factors that affect client systems.
9. To understand organizational structure and function and be able to utilize this knowledge in various practitioner, advocate, and leadership roles within organizations in the social welfare and community arena.
10. Continue to enhance their professional knowledge and skills by pursuing continuing education including professional development workshops and seminars, graduate work, licensure, certificate programs, and other educational venues.

THE BACCALAUREATE SOCIAL WORK PROGRAM

PROGRAM DESCRIPTION

The Baccalaureate Social Work Program is a professional degree program preparing students for beginning-level social work practice upon graduation. Students who successfully complete the program receive a Bachelor of Arts degree with the Social Work major. The focus for practice includes work with special populations, including the poor, the oppressed, and other at-risk groups. The program is fully accredited by the Council on Social Work Education. It stresses research-based instruction, individualized work with students, and "hands-on" experience as part of the learning process. Participants are expected to acquire the knowledge base and professional ethics, values, and skills to work effectively within individual, family, group, organizational, and community levels of practice. The program also prepares students for graduate study in social work and related fields. The program is offered on both the New Brunswick and Camden campuses.

PROGRAM ADMINISTRATION

Dr. George Leibowitz is the Dean and chief administrative officer of the School of Social Work. Dr. V. DuWayne Battle is the Assistant Dean of Undergraduate Education and Director of the Baccalaureate Social Work Program in New Brunswick, and Dr. Natalie Bembry is the Director of the Baccalaureate Social Work Program on the Camden campus.

APPLICATION TO THE BACCALAUREATE SOCIAL WORK PROGRAM

Students are admitted to the major at the beginning of their junior year, having completed approximately sixty (60) credits of coursework. Students should plan to apply to the major during the spring semester of their sophomore year. Mid-year admissions are not permitted due to the sequencing of class offerings. Applications are completed online. Applicants will be advised in writing via email of their acceptance into the program.

Requirements for admission to the major are as follows:

1. enrollment, or if transferring, acceptance as a student to Camden College of Arts and Sciences, Camden University College, or the School of Arts and Sciences in New Brunswick;
2. completion of most, if not all, of the liberal arts prerequisite courses for the major;
3. a cumulative grade-point average of 3.0 or better (exceptions to the grade-point requirement may be made on an individual basis).

The application/declaration to the major must be complete for it to be considered. The application consists of an application form and submission of a recent transcript.

Applications to the social work major are reviewed and processed by the admissions team. A student's application for admission may be accepted, rejected, wait-listed, or deferred. Wait-listed or deferred

applications may be reconsidered after a student improves GPA, completes additional classes, or some other condition warrants reconsideration.

TRANSFER CREDITS

It should be noted that the social work program does not grant social work course credit for life experience or previous work experience. While the social work program recognizes the value of life experience and previous work experience in helping an applicant to come to a place of decision about seeking an education and career in social work, it will not, under any circumstances, provide course credit for any such experience.

Transfer credits are considered for the Introduction to Social Work and Social Services class and the required prerequisites. Students will not be given equivalent credit for the required social work classes for work completed at a community college. Transfer credit will be considered on an individual basis for the required social work classes coming from CSWE accredited 4-year colleges and universities.

BACCALAUREATE SOCIAL WORK PROGRAM CURRICULUM

COURSE REQUIREMENTS AND SEQUENCING

Students fulfill course requirements from two categories:

1. The liberal arts foundation.
2. Social work core content courses.

The liberal arts foundation serves as a base upon which the social work core courses are built. It is expected that students will have completed or made significant progress in completing the liberal arts foundation before entry in the social work program. It is also strongly suggested that Students should take Introduction to Social Work and Social Justice before entering the major as well. Students should discuss their interest in social work with an advisor as early as possible in their course of studies.

While volunteer and social service-related activities are encouraged, no academic credit can be granted for previous life or work experiences.

To graduate from the social work program, students must have grades of C or better and a 3.0 cumulative grade-point average in all social work core-content courses, and a 2.0 cumulative grade-point average in the courses making up the liberal arts foundation.

THE LIBERAL ARTS FOUNDATION FOR THE SOCIAL WORK MAJOR

Pre-requisite requirements for the social work major consist of six classes:

- General Psychology
- Introduction to Sociology

- Human Biology
- Statistics
- Two courses from the following areas (1 each): Anthropology, Art, Communication, History, Literature, Music, Philosophy, Political Science, Religion or Theater

MAJOR REQUIREMENTS

The required courses and their recommended sequence are as follows:

Junior Year

Fall Term (15 credits)

- 910:220 Introduction to Social Work and Social Justice (3)
- 910:311 Social Welfare Policy and Services I (3)
- 910:402 Human Behavior in the Social Environment I (3)
- 910:476 Child Welfare Services & Practices [required of BCWEP students or SW Elective for other students in the major] (3)

Spring Term (15 credits)

- 910:312 Social Welfare Policy and Services II (3)
- 910:332 Foundations of Professional Development (3)
- 910:403 Human Behavior in the Social Environment II (3)
- 910:405 Methods of Social Work Research I (3)

Senior Year

Fall Term (15 credits)

- 910:406 Diversity and Oppression (3)
- 910:471 Practicum I (6)
- 910:472 Generalist Practice I (3)

Spring Term (15 credits)

- 910:473 Practicum II (6)
- 910:474 Generalist Practice II (3)
- 910:475 Integration Seminar (3)

Social Work Electives

- 910:222 Confronting Anti-Black Racism (SW Elective) (3)
- 910:223 Aging & Society (SW Elective) (3)
- 910:224 Housing & Inequality & Homelessness (SW Elective) (3)
- 910:226 Childhood Inequalities (SW Elective)
- 910:227 Global Social Work (SW Elective) (3)

- 910:228 Understanding Violence (SW Elective) (3)
- 910:229 Applied Statistics for Health Equity, Social Justice, & Community
- 910:476 Child Welfare Services & Practices [required of BCWEP students or SW Elective for other students in the major] (3)

SOCIAL WORK CORE CONTENT

All the following courses are required for completion of the social work major. No waivers or transfer of credit may be granted for previous life work or experience.

910:220 Introduction to Social Work and Social Justice

Required for social work major. Open to all undergraduate students.

Overview of social work values, ethics, arenas of practice, and social problems through a social justice lens, which focuses on equal rights, opportunities, and treatment by analyzing unbalanced social power systems. Includes a twenty-hour (20) experiential learning (volunteer placement or Civic engagement) within a social service agency that promotes social justice by analyzing contemporary social justice issues and unbalanced social power systems. Understanding that social justice is at the core of social work, everything done in this course will focus on social, economic, racial, and environmental justice by analyzing diversity and differences, privilege and oppression that shape individual and group experiences of, and perspectives on, contemporary issues.

This course is SAS CORE Certified.

910:222 Confronting Anti-Black Racism

Open to all undergraduate students. Social Work elective.

This class will create opportunities for metacognition (thinking about your thinking), introspection, and reflection. These opportunities will be elicited and integrated throughout the semester as you engage in vulnerability and critically reflect in writings and discussion posts with your classmates. Let us get used to the sound of your voice, words, and thought—because it matters and is part of the journey to understanding Anti-Black racism. We will approach reading as a personal transaction between you and the text. What did the book(s) make you think of, feel, remember, wonder about? Are you uncomfortable yet? Good, that means we're doing this right.

This course is SAS CORE Certified.

910:223 Aging & Society

Open to all undergraduate students. Social Work elective.

The purpose of this course is to help students learn about different experiences that can occur during mid and older adulthood and prepare them for engaging with older members of society in their personal and professional roles. Systems that impact the aging experience during mid and older adulthood will be reviewed and analyzed. Students will be encouraged to reimagine their understanding about older members of society and identify anti-oppressive approaches for supporting this subpopulation.

910:224 Housing Inequality & Homelessness

Open to all undergraduate students. Social Work elective.

This course provides an overview of housing inequality in the United States, and homelessness* as a product of this type of inequity. It uses theory, first-person accounts from people experiencing housing insecurity, and a social justice/equity lens to examine whether homelessness is an intractable social issue or a solvable policy problem. Students will reflect on their own perceptions of homelessness, explore causes and consequences of housing inequity, and learn about programmatic and advocacy efforts to address this issue in the United States.

This course is SAS CORE Certified.

910:226 Childhood Inequalities

Open to all undergraduate students. Social Work elective.

This course focuses on understanding and analyzing childhood (birth through 18) and the multiple systems that children/youth come into contact with and how these systems perpetuate inequitable outcomes. These include: the school system, child welfare and juvenile justice system, the health system and the immigration system. The course will use developmental theories and a social justice/equity lens to examine childhood and explore how race, gender and social class may influence inequality within these systems. Theory application in regard to social justice will also be explored. Particular consideration will be given to theories of change, culturally responsive practice, and privilege.

This course is SAS CORE Certified.

910:227 Global Social Work

Open to all undergraduate students. Social Work elective.

This course explores global social work, past and present, and the application of social work to vulnerable groups around the globe. Students will learn about different applications of social work and social services delivery systems around the globe. Students will apply social work values, knowledge and skills to address global problems. Student will explore the peer-reviewed literature, grey literature, and databases on international development applied to a selected country and specialized practicum practice

of the student's choice. Students will explore their international career goals through the focused exploration of a specific development issue within a country or region of the globe.

910:228 Understanding Violence: Causes, Consequences & Social Justice Change

Open to all undergraduate students. Social Work elective.

This course provides an overview of the contemporary challenge of interpersonal violence through the lens of social justice, which is a foundation of the practice of social work. It describes the causes and consequences of child maltreatment, peer violence, intimate partner violence and sexual assault. Students will discuss research/science informed prevention and response solutions in schools, health care, and community settings from a multidisciplinary perspective.

This course is SAS CORE Certified.

910:229 Applied Statistics for Health Equity, Social Justice, and Community-Engaged Transformational Research

This course equips social work students with essential statistical tools and techniques to analyze and interpret data, specifically in the context of community-engaged research. Emphasizing health equity, social justice, and racial healing, the course leverages the Truth, Racial Healing, and Transformation (TRHT) framework to explore how statistical methods can illuminate issues of equity and access in social work practice. Students will learn to apply descriptive and inferential statistics to real-world social issues, utilizing community-generated data and research methodologies. Through hands-on projects and interactive quizzes, students will gain practical experience in data collection, analysis, and interpretation, with a focus on advocating for social change based on empirical evidence. This course differs from existing research methods courses by prioritizing the application of statistical techniques within community contexts and highlighting their relevance to social justice initiatives.

910:311 - Social Welfare Policy and Services I

Restricted to social work majors.

In historical perspective, exploration of social welfare, social policy, and the emergence of the social work profession. Philosophical, political, and practical bases of social policies and programs.

910:312 - Social Welfare Policy and Services II

Restricted to social work majors.

Process of social policy development and theoretical frameworks for the analysis of social policy. Emphasis on policies addressing problems of poverty, mental health, child welfare, and vulnerable groups such as the elderly, gays/lesbians, women, and persons of color.

910:332 – Foundations of Professional Development

Restricted to social work majors.

Professional skills necessary for baccalaureate-level generalist practitioners. Emphasizes development of a professional social work identity and skills needed to work within an organizational context.

910:352 – The Effects of Oppression on Minoritized Groups

Open to all undergraduate students. Social Work elective.

An analysis of the relationship between institutionalized practices and the risk factors associated with particular groups within our society will be explored. Contemporary groups, currently at risk for negative outcomes, will be discussed. For example: the aged, veterans, the handicapped, refugees, women, ethnic and racial minorities, and those participating in alternative lifestyles. Structural and environmental obstacles impeding the functioning of these groups will be explored.

910:402 - Human Behavior in the Social Environment I

Restricted to social work majors.

Theories, themes, and issues concerning the ongoing interaction between people as they grow, change, and develop over the life course and the social context in which this occurs. Assumptions about human behavior that may interfere with recognition of diversity in the ongoing interaction between individual, family, and group identity, social context, and social life. Content about values and ethical issues related to bio-psycho-social development will be highlighted.

910:403 - Human Behavior in the Social Environment II

Restricted to social work majors.

Theories and knowledge of action groups, organizations, and communities as the context for micro and macro social practice. Ways in which systems promote or deter people in the maintenance or attainment of optimal health and well-being. Evaluation and application of theory to client situations to understand how macro systems affect client benefit.

910:405 - Methods of Social Work Research I

Prerequisites: stats for social sciences, Restricted to social work majors.

Introduction to scientific, analytic approach to building knowledge and skills including: role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

910:406 - Diversity and Oppression

Restricted to social work majors.

Introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences. Additionally, students will examine the role, function, and effects of oppression in society as it relates to social, economic, and environmental justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest here is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services.

910:471 - Practicum I

Restricted to social work majors, Corequisite: 910:472.

Requires two days per week of supervised practicum instruction in a social service agency. Participation in a supervised practicum applying the tenets of generalist practice. The practicum provides an opportunity to gain an understanding of the goals, organization, and delivery system of the practicum setting, and the application of social work methods, values, ethics, and skills.

910:472 - Generalist Practice I

Restricted to social work majors, Corequisite: 910:471.

Beginning preparation for generalist practice with client systems of all sizes and levels. Essential skills, values, concepts, and ethical considerations as they pertain to generalist practice.

910:473 - Practicum II

Restricted to social work majors, Corequisite: 910:474.

Requires two days per week of supervised practicum instruction in a social service agency. Development and enhancement of essential values, skills, use of self, and use of supervision in interventive work with individuals, families, groups, organizations, and communities.

910:474 - Generalist Practice II

Restricted to social work majors, Corequisite: 910:473.

Basic concepts and skills, including ethnic, racial, and gender sensitive practice. Application of problem-solving model to micro and macro level intervention.

910:475 - Integration Seminar

Restricted to social work majors.

This seminar course integrates all areas of prior and current coursework learning as it applies to "real-life" practice situations. Critical thinking skills and use of the social work profession's knowledge base will be emphasized.

910:476 - Child Welfare Services & Practices

Open to all undergraduate students. Social Work elective. Required for Baccalaureate Child Welfare Education Program (BCWEP).

Focus is on child maltreatment, the development and evolution of child protective services in the United States, and emerging practices in the treatment and prevention of child neglect and abuse. Students look at different models of child maltreatment, the development of skills in recognition, assessment, use of authority, provision of continuing services, risk factors, such as, substance abuse, mental illness, and domestic violence, substitute care, and professional issues. Course is required for the concentration in child welfare and will usually be taken in conjunction with a supervised internship in an agency addressing the needs of children and families.

THE SOCIAL WORK PRACTICUM

Practicum education has always been a key component of the social work curriculum, and many students consider this to be one of the most meaningful aspects of the social work program. The practicum placement affords students the opportunity to take on professional roles in order to learn skills, render services, and participate in the provision and development of social work service.

The baccalaureate practicum placement is a generalist experience that provides students the opportunity to learn basic social work skills within the context of related systems, including individual, family,

organization, community, and society. The course work will provide the foundation for this learning while emphasizing the acquisition of theory and knowledge about people in their systems, and techniques for practice. The practicum placement is completed over the course of 2 semesters in the senior year, and students are expected to be at the practicum site two full days per week. (See the Baccalaureate Program Practicum Manual for further information.)

In order to participate in the practicum, a student must fill out a Practicum Placement Planning Form and submit it to the Director of Practicum Education on the appropriate campus. Every effort is made to match student's interests and learning needs with available placements. All practicum placements must be approved by the Director and students may not start a practicum placement until this approval is attained.

Fulfillment of the practicum work requirement might be difficult for students who are employed full-time. A work-study arrangement in which practicum requirements can be met at the social work agency in which the student is currently employed may be arranged; however, the feasibility of such an arrangement should be discussed with the Director as early as possible. In other situations, the student must consider reducing his/her work time to fulfill the practicum work requirement.

BASW CURRICULUM AT A GLANCE

Junior Year FALL (15 credits)	Junior Year SPRING (15 credits)	Senior Year FALL (15 Credits)	Senior Year SPRING (15 Credits)
910:220 Introduction to Social Work & Social Justice (3) (SAS Core Certified)	910:312 Social Welfare Policy & Services II (SWPS II) (3)	910:472 Generalist Practice I (3) Note: Practicum I corequisite	910:474 Generalist Practice II (3) Note: Practicum II corequisite
910:311 Social Welfare Policy & Services I (SWPS I) (3)	910:332 Foundations of Professional Development (3)	910:471 Practicum I (6) Note: Generalist Practice I corequisite	910:473 Practicum II (6) Note: Generalist Practice II corequisite
910:402 Human Behavior in the Social Environment I (HBSE I) (3)	910:403 Human Behavior in the Social Environment II (HBSE II) (3)	910:406 Diversity & Oppression (D&O) (3)	910:475 Integration Seminar (3)
910:476 Child Welfare Services & Practices (required for BCWEP only and is a SW Elective) (3)	910:405 Methods of Social Work Research I (3)	SW Elective	SW Elective (If you have not completed your three SW electives.)
SW Elective	SW Elective		

Social Work Electives: (One SW elective is required for the program.)

Course Title	Course Name
910:222	Confronting Anti-Black Racism (SAS CORE Certified)
910:223	Aging & Society
910:224	Housing Inequality & Homelessness (SAS CORE Certified)
910:226	Childhood Inequalities (SAS CORE Certified)
910:227	Global Social Work
910:228	Understanding Violence: Causes, Consequences & Social Justice Change (SAS CORE Certified)
910:229	Applied Statistics for Health Equity, Social Justice, & Community-Engaged Transformations Research
910:352	The Effects of Oppression on Minoritized Groups
910:476	Child Welfare Services & Practices

The following courses are social work Study Abroad opportunities:

They are counted as electives*, or a semester of practicum credit**.

Course Title	Course Name	Semester
01:959:446	*Social Welfare System of Taiwan (elective)	Summer
01:959:373	*Empowerment Through Community Engagement in the Yucatán, Mexico (elective)	Winter
01:959:396	* **Community Care for Vulnerable Groups in Romania (practicum credit) (SAS Core Certified)	Summer

There are six prerequisite requirements for the Social Work Major:

1. General Psychology
2. Introduction to Sociology
3. Human Biology
4. Statistics for Social Sciences or Elementary Applied Statistics: 09:910:221 Statistics for Social Justice • 01:830:200 Quantitative Methods in Psychology • 01:960:211 Statistics I • 01:920:312 Intro to Statistics in Sociology • 10:775:205 Basic Statistical Methods
- 5 & 6. Two courses: one each from any two of the following areas:
 Anthropology • Art • Communication • History • Literature • Music • Philosophy • Political Science • Religion • Theater

If any of these pre-requisite courses were taken at a 2- or 4-year college/university and appear on your Rutgers transcript, you may receive credit for them.

Social Work Advisors:

Dr. DuWayne Battle, Assistant Dean of Undergraduate Education, Director for the BASW Program in New Brunswick, Advisor for New Brunswick students ~ email: dbattle@ssw.rutgers.edu

Dr. Natalie Bembry, Director for the BASW Program in Camden, Advisor for Camden & Mays Landing students ~ email: nmbembry@ssw.rutgers.edu

Dori Sabik, BASW Program Coordinator New Brunswick campus ~ email: dsabik@ssw.rutgers.edu

Bijal Jobanputra, Program Coordinator, Camden & Mays Landing campus~ email: bijp@ssw.rutgers.edu

BACCALAUREATE SOCIAL WORK PROGRAM COURSE REQUIREMENTS CHECKLIST

Liberal Arts Prerequisite Courses

Course	Course #	Completed/Grade
General Psychology		
Introduction to Sociology		
Human Biology Facts of Life (Camden)		
Statistics for Social Sciences or Elementary Applied Statistics		
Two additional required liberal arts courses (one course from two different departments): Anthropology, Art, Communications, History, Literature, Music, Philosophy, Political Science, Religion and Theater.		

Baccalaureate Social Work Program Core Content Courses

Course Title	Course Number	Completed/Grade
Intro to Social Work & Social Justice	910:220	
Confronting Anti-Black Racism (SW Elective)	910:222	
Aging & Society (SW Elective)	910:223	
Housing Inequality & Homelessness (SW Elective)	910:224	
Childhood Inequalities (SW Elective)	910:226	
Global Social Work (SW Elective)	910:227	
Understanding Violence: Causes, Consequences & Social Justice Change (SW Elective)	910:228	
Applied Statistics for Health Equity, Social Justice, & Community-Engaged Transformations Research	910:229	
Social Welfare Policy & Services I	910:311	
Social Welfare Policy & Services II	910:312	
Foundations of Professional Development	910:332	
The Effects of Oppression on Minoritized Groups (SW Elective)	910:352	
Human Behavior & the Social Environment I	910:402	
Human Behavior & the Social Environment II	910:403	
Methods of Social Work Research	910:405	
Diversity and Oppression	910:406	
Practicum I	910:471	
Generalist Practice I	910:472	
Practicum II	910:473	
Generalist Practice II	910:474	
Integration Seminar	910:475	
Child Welfare Services & Practices (SW Elective)	910:476	

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC INTEGRITY

The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them. Students are responsible for knowing what the standards are and for adhering to them. Any involvement with cheating, the fabrication or invention of information used in an academic exercise, plagiarism, facilitating academic dishonesty of others, or denying others access to information or material may result in disciplinary action. Violations of academic integrity can result in serious consequences, and brief descriptions of these violations can be found in your undergraduate course catalogs.

GRADING SYSTEM

Grades represent the level or quality of the student's performance measured against standards of knowledge, skill, and understanding as evaluated by the instructor. Grades are reported to the university registrar at the end of each term by the following symbols:

Grade	Definition	Numerical Equivalent
A	Outstanding	4.0
B+		3.5
B	Good	3.0
C+		2.5
C	Satisfactory	2.0
D	Poor	1.0
F	Failing	0.0

Note: Temporary grades (such as Incomplete or Temporary Withdrawal) may also be assigned in accordance with university policy. For detailed information, students should consult the Rutgers University–New Brunswick or Rutgers University–Camden Undergraduate Catalog.

All social work majors enrolled on both the New Brunswick and Camden campuses receive non-numerical grades of Pass (P) or Fail (F) for practice practicum (placement) courses, consistent with the School of Social Work's grading policies and professional education standards. Pass/Fail grades for practice practicum are determined through an evaluation process conducted jointly by the practicum instructor and faculty liaison, based on the student's demonstrated attainment of the nine CSWE competencies and successful completion of required practicum hours and learning objectives.

CUMULATIVE GRADE POINT AVERAGE

A student's cumulative grade point average (GPA) is computed by multiplying the grade received in each course taken for credit (and to be included in the average) by the number of credits the course is worth. The grade points earned in all such courses are then added together and the sum divided by the total credits of those courses. Students must have a cumulative GPA of 3.0 or better to enter the social work major. In order to graduate with a major in social work, students must have grades of C or better, and a cumulative average of 3.0, in all required social work courses.

ACCESSING GRADES AND TRANSCRIPTS

Grades received for the term are available online at: <http://registrar.rutgers.edu>. A written copy of your grades is not automatically sent out; you must request an unofficial copy of your transcript in order to receive a written record of your grades. You may do this online at the above address.

Requests for official transcripts should be addressed to the New Brunswick Registrar, One Stop, Dr. Samuel Dewitt Proctor Hall, Busch Campus, 65 Davidson Road, Piscataway, NJ 08854, or Division of Enrollment Management, Armitage Hall, Lower Floor, 311 North Fifth St., Camden, NJ 08102. The request should indicate what college the student was enrolled in, identify the dates of attendance, and give any other relevant information. It must be received at least ten working days prior to the date the transcript is desired, or you may order the transcript online at: <https://transcripts.rutgers.edu/transcripts/index.html>

CLASS ATTENDANCE

Use the following information for general attendance policies related to the SSW course/program types listed below. Please see your course-specific syllabus document for further guidance about attendance for your course.

In-Person and Synchronous Online Courses

In accordance with Rutgers University regulations, attendance is expected at all regularly scheduled meetings of a course.

We understand that students may need to miss a class for an unverifiable illness or a personal circumstance. Thus, they may miss one class without penalty.

Individual instructors set policies for more than one absence. More than one absence may impact students' overall grade or lead to a grade reduction. See below for details.

- Students should email their instructors to inform them that they will be missing class.
- Students who need to be absent more than once because of a medical or family issue must discuss this with their instructor to determine an appropriate plan.
- Students should not submit doctor's notes or medical information to their instructors. This is protected information and should not be shared with instructors.

- As per Rutgers University policy (Regulation on Attendance, Book 2, 2.47B, formerly 60.14f), students who miss class because of religious observance are excused without penalty. (More specifically, the missed class does not count toward the total number of absences.)
- Students who join the class in the second or third week of the semester must speak with their instructor to determine an appropriate plan when it comes to missed content and absences.
- As per Rutgers University policy (Regulation on A Process) Students who violate the University's Code of Student Conduct may be terminated for nonacademic reason. The following summary presents key aspects of the code. Students should consult the School of Social Work catalog or the code itself for complete information on each point.

FACULTY ADVISORS

Students in the social work major receive academic advising in the major from faculty and staff in the social work program. General advising is provided by the academic advisors in their respective schools SAS or CAS.

POLICY FOR ACADEMIC AND PROFESSIONAL ADVISING

Advisement is a vital component of professional social work education and an integral part of the BASW program's commitment to student development, academic success, and professional readiness. Advising provides students with structured opportunities to consult and interact with faculty and staff outside the classroom to discuss academic planning, professional goals, and matters of concern related to their educational experience.

Upon acceptance into the Baccalaureate Social Work (BASW) Program, each student is assigned a faculty advisor who assists with academic planning, monitors progress toward degree completion, and provides professional guidance consistent with the values and expectations of the social work profession. Professional advising is provided by social work program faculty and staff, including the Assistant Dean of Undergraduate Education, BASW Program Directors, Assistant Director, and staff, who are responsible for coordinating advising services for all undergraduate social work students.

Faculty advisors support students in:

- Developing and following an appropriate course of study in alignment with program requirements and CSWE competencies.
- Exploring professional interests and career goals within the field of social work.
- Addressing academic, personal, or ethical concerns that may arise during the course of study.
- Connecting students with university and community resources as needed.

Faculty directories and contact information for advising staff are available in both the New Brunswick and Camden School of Social Work offices, as well as on the School of Social Work website, ensuring accessibility for all students. Students are encouraged to meet regularly with their assigned advisor and may also seek guidance from other social work faculty whose expertise aligns with their professional interests.

Students having trouble in non-social work courses are referred to the appropriate Advising Deans of their respective undergraduate colleges for specialized academic support. In addition, all students are provided online access to the BASW Student Handbook, which outlines program requirements, advising expectations, grading policies, student rights and responsibilities, and professional conduct standards. Through this comprehensive advising structure, the BASW program ensures that every student receives individualized, faculty-led academic and professional guidance consistent with the School's mission and the social work profession's values.

POLICY FOR EVALUATING PROFESSIONAL PERFORMANCE

The Rutgers University School of Social Work (RUSSW) is committed to preparing students for competent and ethical generalist social work practice in accordance with the NASW Code of Ethics, the CSWE Educational Policy and Accreditation Standards (EPAS), and the School's mission to promote anti-racist, equitable, and inclusive social work education. To ensure that all students meet professional and academic standards, the BASW program maintains a formal process for evaluating professional performance in both classroom and practice practicum settings.

Professional performance is evaluated continuously throughout a student's academic progression and encompasses academic integrity, ethical conduct, interpersonal and communication skills, emotional maturity, professional responsibility, and adherence to the values and ethical principles of the social work profession. Evaluations are conducted by social work faculty, practicum instructors, and program administrators using multiple measures to ensure fairness and transparency.

1. Ongoing Evaluation

- Faculty assess students' professional behavior and ethical conduct in all courses, including participation, written work, and engagement with peers and instructors.
- Practicum instructors and faculty liaisons evaluate students' professional performance during Practicum I and II using standardized evaluation tools aligned with the nine CSWE competencies.
- The Integration Seminar further assesses students' ability to synthesize and apply professional knowledge, values, and skills in alignment with program and competency goals.

2. Indicators of Professional Performance

Students are expected to demonstrate:

- Respect for diversity, equity, and inclusion in all interactions.
- Adherence to ethical and professional boundaries.
- Accountability in meeting academic and practicum responsibilities.
- Effective and professional communication skills.
- Self-awareness and openness to feedback.
- Professional use of supervision and constructive response to critique.

3. Identification of Concerns

If a student exhibits behavior inconsistent with professional standards, faculty or practicum instructors complete a Professional Performance Concern Report (PPCR) outlining the specific issue(s), supporting evidence, and initial recommendations. The report is reviewed by the BASW Program Director and Assistant Director, who determine appropriate next steps.

4. Review and Remediation Process

- The Program Director may convene a Student Review Committee composed of faculty and staff to discuss the concern, meet with the student, and develop a Professional Development or Remediation Plan.
- The plan identifies specific goals, corrective actions, timelines, and support resources.
- Progress is monitored by the student's advisor and reviewed at regular intervals to ensure accountability and success.

5. Appeals

Students have the right to appeal decisions related to professional performance through the School of Social Work's Student Review and Grievance Procedures, as outlined in the BASW Student Handbook. Appeals must be submitted in writing within the timeframe specified in school policy.

6. Documentation

All evaluations, reports, and remediation plans are documented and maintained in the student's academic file. Confidentiality is upheld in accordance with University and FERPA guidelines.

This policy ensures that professional performance is evaluated holistically and consistently across academic and practicum settings. It reinforces the School's commitment to developing ethical, reflective, and competent practitioners who embody the values of the social work profession and the BASW program's mission to promote social, racial, economic, and environmental justice.

REGISTRATION

Registration for all courses can be accomplished through online registration. You may access the site at: <http://webreg.rutgers.edu>

Specific instructions for web registration are provided by the university each semester, and will be emailed or mailed to your home address or your campus mailbox.

If students have difficulties with registration, they can contact their faculty advisor. For special permission numbers in New Brunswick, students should contact the Director in the New Brunswick SSW building at 848--932-5373. For special permission numbers in Camden, students should contact the Social Work Office at 856-225-6346 x4.

POLICY FOR CHANGING COURSE REGISTRATION

Students may elect to change their schedule by adding/dropping courses. Students can make changes by following the instructions or by accessing the registration website. For specific policies regarding drop/add, please refer to the policies specific to each college. These policies are outlined in the undergraduate course catalogs.

STUDENT COMPLAINTS ABOUT GRADES

The classroom instructor has the responsibility for assignment of grades. Complaints about a grade in a social work course must be directed to the instructor, in writing, within ten working days of its assignment. Disputes unresolved at this level are referred, in writing, to the Program Director. Complaints remaining unresolved at this level should be directed, in writing, to the Dean of the School of Social Work.

For nonsocial work courses, please see the undergraduate catalog for your college online.

OTHER COMPLAINT/GRIEVANCE PROCEDURES

If you are experiencing other problems related to your coursework, please contact the following in this order:

4. Your SSW faculty advisor.
5. If the advisor is unable to help you resolve the problem, contact the Director of the Baccalaureate Social Work Program on your campus.
6. If the Director is unable to help you resolve the problem, contact the Assistant Dean of Undergraduate Education.
7. For non-social work classes, contact an academic advisor or Dean of Students for your college.

Please refer to your undergraduate course catalogs for specific procedures involving grievances, complaints, and disciplinary problems as they are specific to the college of enrollment. Refer to the Baccalaureate Practicum Manual for guidelines pertaining to problems in practicum.

TERMINATION OF STUDENTS FOR ACADEMIC REASONS

Students can be terminated from the BASW program for separable academic integrity reasons and for failing to meet the minimum academic requirements of the BASW program or Rutgers University.

The Rutgers University Academic Integrity Policy can be found at:

<https://nbacademicintegrity.rutgers.edu/>

Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational, research, and clinical missions, and violations of academic integrity constitute serious

offenses against the entire academic community.

The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations.
- properly acknowledge and cite all use of the ideas, results, images, or words of others.
- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions.
- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- proper credit for ideas, words, images, results, and other scholarly work, no matter the form or media, is attributed to the appropriate individual(s).
- all student research and work are fairly evaluated, and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity, ethics, scholarship, and professionalism is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community, therefore, bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

To uphold these principles, the University administration is responsible for:

- working with faculty, staff, and students to foster a strong institutional culture of academic integrity,
- providing effective educational programs that create an understanding of and commitment to academic integrity, and
- establishing equitable and effective procedures to deal with allegations of violations of academic integrity.

All members of the University share the collegial responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable

efforts to minimize academic dishonesty, and to handle suspected or alleged violations of academic integrity according to University policy.

Detailed Academic Integrity Policy

This Academic Integrity Policy applies to all schools and academic units of Rutgers, The State University of New Jersey. Also, most professional schools have codes of professional conduct that students are required to follow. The code of professional conduct for a particular professional school can be found in the student handbook or equivalent document of that school. Each professional school has the responsibility to educate its students about its code of professional conduct and the penalties for violations. Students are responsible for understanding and adhering to the requirements of this policy and the code of professional conduct for the particular professional school in which they are enrolled.

III. Academic Integrity Violations

A. Types of Violations

This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are provided in this policy. However, neither the types of violations nor the lists of examples are exhaustive.

Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.

Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are:

- Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination.

- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source before the examination.
- Having a substitute take an examination in one's place.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples include the following:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers, reports, or other documents by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.
- Falsifying patient or client records.
- Falsely documenting experiential and/or internship opportunities that did not occur.
- Providing falsified excuses, documents, or other information to excuse late or missed assignments, or to justify regrading.

Facilitation of Dishonesty: Facilitation of dishonesty is deliberately or carelessly allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who deliberately facilitates a violation of academic integrity can be subject to the same sanctions as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to complete a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source before the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.
- Allowing other students access to your work in violation of course policies.

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or University materials.
- Altering computer files that contain data, reports, or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students' access to it.

- Misrepresenting the contributions of others in the group to give more credit to one particular student for one's gain.

Violation of Research or Professional Ethics:

Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a course research project, a senior thesis project, a master's or doctoral research project, grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one's duties as a Teaching Assistant or Graduate Assistant.

Violations Involving Potentially Criminal Activity:

Violations in this category include theft, fraud, forgery, or distribution of illicitly obtained materials committed as part of an act of academic dishonesty. Some examples are:

- Unauthorized acquisition of an examination from a faculty member or electronic files.
- Selling, buying, or distributing an examination.
- Forging a change-of-grade form.
- Falsifying a University transcript.

B. Levels of Violations

Violations of academic integrity are generally divided into three categories: Level 1, Level 2, and Level 3.

- Level 1 violations may occur as a result of inexperience or lack of malicious intent by the person committing the violation.
- Level 2 violations include misconduct of a more serious character or misconduct that affects a major, significant, or essential portion of work done to meet course requirements. These violations demonstrate premeditation or may have posed harm to others. The student alleged to have committed the violation may have one or more previous violations.
- Level 3 violations represent the most serious breaches of conduct. They may involve a serious violation of a professional code of conduct; may include extreme cases of dishonesty and maliciousness or violations of law; and/or are likely to cause direct harm to others.

The procedures for adjudicating alleged violations of academic integrity are different for Level 1, Level 2, and Level 3 violations. The following examples of violations are not exhaustive. Classification of a given violation is heavily dependent on the exact facts and circumstances of the violation as determined by the Academic Integrity Facilitator (who is appointed in each School to investigate and adjudicate alleged academic integrity) in consultation with the campus Office of Student Conduct or equivalent.

1. Level 1 Violations

Level 1 violations are less serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor assignment or quiz, or constitute a small portion of a major assignment and/or represent a small percentage of the total course work. Below are a few examples of violations that are most often considered Level 1, at least when committed by an undergraduate student as a first-time offense.

- Plagiarism on a minor assignment or a very limited portion of a major assignment.
- Unpremeditated cheating on a quiz or minor examination.
- Prohibited collaboration with another student on a homework assignment.
- Unauthorized sharing of course materials.
- Citing a source that does not exist or that one has not read on a minor assignment.
- Signing in for another student via attendance sheet or clicker in a course where attendance is graded.

2. Level 2 Violations

Level 2 violations are serious violations of academic integrity that affect a more significant portion of the course work compared to Level 1 violations or are an alleged second violation of this policy. Level 2 violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation. Below are some examples of violations that are most often considered Level 2.

- A second violation.
- Substantial plagiarism on a major assignment.
- Copying or using unauthorized materials, devices, or collaboration on a major exam.
- Making up or falsifying evidence or data or other source materials for a major assignment, including falsification by selectively omitting or altering data that do not support one's claims or conclusions.
- Distribution of course materials for financial gain.
- Facilitating dishonesty by another student on a major exam or assignment.
- Intentionally obstructing another student's work.
- Participating in an organized cheating scheme.

3. Level 3 Violations

Level 3 violations are serious breaches of conduct, may involve a serious violation of a professional code of conduct, may include extreme cases of dishonesty and maliciousness, violation of law, and/or are likely to cause direct harm to others. Below are some examples of violations that are most often considered Level 3.

- Any violation involving potentially criminal activity.
- Coordinating an organized cheating scheme.

- Having a substitute take an examination.
- Cheating and/or plagiarism on a capstone project, thesis, or dissertation.
- Intentionally destroying another student's work.
- Falsifying patient or client records.

When a student is accused of one or more Level 3 violations that include alleged violations of law or a professional code of conduct, or when it is reasonable to believe that the student is likely to cause direct harm to others, they may be removed from a course, clinical, or internship setting on an interim basis, with the approval of the dean of the school. The student shall be immediately informed in writing of any interim removal and has the right to appeal to the campus Chief Academic Integrity Officer (who is responsible for administering the Academic Integrity Policy on each campus).

IV. Sanctions

Any violation of academic integrity is a serious offense subject to appropriate sanctions or penalties. Violations of academic integrity may result in academic penalties, educational sanctions, and/or disciplinary sanctions, and are not limited to the examples below.

A. Academic Penalties

- Requirement to re-submit the assignment or complete an alternate assignment.
- A grade reduction for assignment or course.
- A failing grade for the assignment.
- A grade of F in the course.
- A grade of XF in the course, where applicable.

B. Educational Sanctions

- An assigned paper or research project related to ethics or academic integrity.
- Participation in a workshop or seminar.
- Service to the University community.

C. Disciplinary Sanctions

- Disciplinary reprimand.
- Disciplinary probation.
- Dismissal from a departmental or school program.
- Denial of access to internships or research programs.
- Loss of appointment to academic positions.
- Loss of departmental/graduate program/school endorsements for internal and external fellowship support and employment opportunities.
- Removal of fellowship or assistantship support.
- Suspension for one or more semesters.
- Requiring a delay in the completion of a professional program.
- Dismissal from a graduate or professional program.

- Expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.
- Degree or certificate revocation.

Note: Any of these sanctions may have an impact on financial aid, scholarship, or fellowship eligibility, or scholastic standing.

V. Policies for Addressing Alleged Violations of Academic Integrity

A. Standard of Proof

The standard of proof in academic integrity cases is by the preponderance of the evidence, which means that the person or hearing panel deciding the case finds that it is more likely than not that the accused student is responsible for the alleged violation.

B. Reporting and Adjudicating Alleged Violations

Procedures for adjudicating alleged violations of academic integrity are described at academicintegrity.rutgers.edu.

C. Withdrawal and Assignment of Grades during the Disciplinary Process

Once a student has been notified of an alleged violation of academic integrity related to a course, the student may not drop the course until the disciplinary process is completed. Students may request permission to withdraw retroactively from the course after the disciplinary process is completed unless the sanction issued includes an F or XF grade in the course, or a C grade for graduate students.

If the student wishes to withdraw from all courses while a case is pending, that request must be approved by the Dean of the school in which the student is enrolled, in consultation with the Academic Integrity Facilitator.

If a faculty member must submit a final course grade before the disciplinary process for an alleged violation of academic integrity is completed, the accused student shall be given a TZ grade or similar (e.g., Incomplete) until the disciplinary process is completed.

D. Removal of an XF Grade

Requests for removal of the X from an XF grade must be submitted in writing to the appropriate Campus Appeals Committee. Such requests will not be considered until at least 18 months from the time of the violation that resulted in the XF. In order for the request to be granted, the student, at a minimum, following the original violation, must have an exemplary record with respect to academic integrity, must have completed a Rutgers academic integrity workshop or seminar, and must satisfactorily answer a required series of essay questions on why the X should be removed. The Campus Appeals Committee shall make the final decision concerning the request. If the request is denied, the student must wait another year to submit another request.

TERMINATION OF STUDENTS FOR PROFESSIONAL PERFORMANCE MISCONDUCT

...All members of the Rutgers University community are expected

to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and

criminal laws of the local community, state, and nation, and to regulations promulgated by the university.

Excerpts from the Preamble, University Code of Student Conduct

Overview

The University Code of Student Conduct (referred to as “the code” in the remainder of this summary) defines those kinds of behavior that violate the standards of the Rutgers University community and also provides the mechanism for addressing alleged violations. In doing so, the code protects the rights of those accused of offenses (referred to as “respondents” in the remainder of this summary) by providing due process while also protecting victims of those offenses and the university community as a whole.

Process

Students who violate the University’s Code of Student Conduct may be terminated for nonacademic reason. The following summary presents key aspects of the code. Students should consult the School of Social Work catalog or the code itself for complete information on each point.

Filing a Complaint

Any individual may file a complaint against a student suspected of violating the code by notifying the Judicial Officer of the School of Social Work, or the director of judicial affairs in the Division of Student Affairs.

Preliminary Review

Upon receipt of a complaint, a preliminary review is conducted by the Judicial Officer to assess the evidence and determine if it is sufficient to proceed to a hearing. The dean conducting this review also assesses the seriousness of the charges. The most serious charges can, upon a finding of responsibility, result in separation from the university (suspension or expulsion). These serious cases are decided at university hearings. Less serious offenses (non-separable offenses) are heard according to procedures in place at the student’s college or school.

Separable Offenses

The following are some of the offenses deemed serious enough to result potentially in separation from the university should a student be found responsible at a hearing:

use of force against any person or property or the threat of such force

violation of the university's Student Life Policy against Verbal Assault, Defamation, and Harassment (Copies are available from the judicial affairs office or dean of students' office.)

the violation of the ethical code of one's intended profession either by graduate students enrolled in any of the university's professional or graduate schools or by undergraduate students in clinical courses or settings related to their intended profession

Campus Advisers

Both complainants and respondents may select a campus adviser to assist them during the disciplinary process. Campus advisers may fully represent students, including speaking on their behalf.

Attorneys

Disciplinary proceedings at the University do not follow the same criminal or civil procedures used in a court of law. Most cases can be resolved without lawyers. You may hire an attorney at your own expense, if you choose, but it is not required. If you are charged with a violation of the Code that is also a criminal offense, you may find it helpful to seek the services of an attorney. However, your attorney cannot speak for you in a University proceeding; he or she can only accompany you as a support person.

University Hearings

The University Hearing Board is the formal disciplinary body at the University charged with hearing allegations of separable Code of Student Conduct violations. The purpose of the University Hearing Board is to provide the University community with a forum to review and address student misconduct. The University Hearing Board determines the relevant facts related to the incident and makes an informed decision regarding whether or not a student violated the Code of Student Conduct. Board members shall have the authority to question witnesses, the accused student (if he or she chooses to speak), and any complaint party in an effort to determine the facts of an incident.

Appeals

Sanction only appeals

Any student who accepts responsibility for a Code of Student Conduct violation but disagrees with the sanction imposed maintains the right to have his or her sanction reviewed by the Campus Appeals Committee. The student has 10 working days from the date of his or her decision letter to submit a sanction appeal to the Director of Student Conduct or Chancellor's Designee (Biomedical and Health Sciences, Camden, or Newark). The Director of Student Conduct or Chancellor's Designee will then transmit the appeal to the appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

Appeals of decision or sanction:

Any responding student found responsible by a University Hearing Board or a Student Conduct Officer and any complaint party in a separable offense case is given one appeal of the finding and/or sanction to the Campus Appeals Committee. Students and complaint parties will be given 10 working days from the date of their decision letter to submit their appeal. Appeals are to be submitted to the Director of Student

Conduct or Chancellor's Designee, who will transmit the appeal to the appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

Student Records and Privacy Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives students in higher education various rights with respect to their educational records. Rights afforded to you under FERPA include the right to inspect and review your educational records, the right to request amendment of records you believe are inaccurate or misleading, and the right to prevent disclosure of information from your educational records without your prior consent, subject to some specific exceptions.

The Office of Student Affairs Compliance publishes an annual notice about your rights under FERPA. You can access a copy of the most recent notice at <http://compliance.rutgers.edu/ferpa/official-notice>. FERPA permits disclosure of "directory information" such as name, phone number, address, and email address without your prior consent unless you specifically request that it be kept confidential. For more information regarding directory information, view the notice at <http://compliance.rutgers.edu/ferpa/confidentiality>. If you have questions about your rights under FERPA, you may contact Judy Ryan, Office of Student Affairs, ryan@oldqueens.rutgers.edu or 848-932-8576. Outside resources providing more information include the U.S. Department of Education's websites: Family Educational Rights and Privacy Act (FERPA) at <http://www.ed.gov/print/policy/gen/guid/fpco/ferpa/index.html>; and Family Policy Compliance Office.

POLICIES FOR STUDENT INPUT IN THE IMPLICIT CURRICULUM

The Rutgers University School of Social Work (RUSSW) is committed to fostering an inclusive, respectful, and participatory learning environment consistent with its mission and values of anti-racism, diversity, equity, and inclusion (ADEI). The BASW program ensures equitable and inclusive opportunities for student input in the implicit curriculum—the culture, climate, and community of the School—through intentional structures and processes that amplify student voices and encourage collaborative program development.

All BASW students are provided equitable opportunities to share feedback, perspectives, and recommendations regarding their educational experience. Student input is solicited and valued through both formal and informal mechanisms, including:

Representation on the BASW Committee and other School of Social Work standing committees that address curriculum, student affairs, and policy.

Student advisory groups and town hall meetings convened regularly to provide a platform for discussion of classroom climate, practicum experiences, and the broader student experience.

Listening sessions and focus groups facilitated by the Assistant Dean for Undergraduate Education, Program Director, and Assistant Director, where students are encouraged to reflect on issues of inclusion, belonging, and ADEI within the program.

Annual student surveys and course evaluations, which collect student perspectives on the quality and inclusivity of their learning environment.

The program ensures equitable access to these input opportunities by providing flexible meeting times, virtual participation options, and accessible communication channels. Feedback received from students is systematically reviewed by program leadership and the BASW Curriculum Committee and is used to inform ongoing improvements in program culture, student support, and community engagement.

Through these intentional practices, the BASW program upholds its mission to prepare socially conscious practitioners by ensuring that all students—especially those from historically and currently oppressed groups—have equitable and meaningful opportunities to contribute to the evolution of the program’s implicit curriculum.

POLICIES FOR STUDENT PARTICIPATION IN THE IMPLICIT CURRICULUM

The Rutgers University School of Social Work (RUSSW) is committed to creating and maintaining a learning community where all students are equitably included and actively engaged in shaping the implicit curriculum—the culture, values, and professional environment of the School. Consistent with the School’s mission and anti-racist, diversity, equity, and inclusion (ADEI) framework, the BASW program provides multiple opportunities for meaningful student participation in decision-making, community engagement, and School governance.

Student participation is encouraged and supported through various mechanisms that ensure inclusivity, accessibility, and representation. These include:

Service on School of Social Work committees, such as the BASW Committee, Curriculum Committee, and ADEI-focused task forces, where students collaborate with faculty and administrators on program policies, curriculum design, and equity initiatives.

Involvement in community-building events, professional development workshops, and School-sponsored programs designed to promote student voice, belonging, and leadership.

Active participation in faculty and program meetings, when appropriate, to provide feedback on School initiatives, student needs, and emerging issues affecting the learning environment.

Representation in student organizations, such as the Social Work Student Association (SWSA), which advocates for the student body and partners with School leadership to advance student-centered goals.

These opportunities are coordinated by the Assistant Dean for Undergraduate Education, Program Director, and Assistant Director, who ensure that student participation is equitable across all campuses and learning formats (in-person, hybrid, and online). Meetings, events, and committee sessions are scheduled with attention to accessibility, ensuring that all students—regardless of campus, enrollment status, or personal circumstance—can engage fully.

The School routinely assesses and enhances opportunities for participation through student feedback, annual surveys, and advisory meetings. Outcomes from these evaluations are shared with students via

program announcements, newsletters, and class visits, ensuring transparency and accountability in the School's efforts to maintain an inclusive and participatory environment.

POLICIES FOR STUDENT INPUT IN THE EXPLICIT CURRICULUM

The Rutgers University School of Social Work (RUSSW) is committed to ensuring that all students have equitable and inclusive opportunities to provide input into the explicit curriculum, which encompasses the BASW program's academic coursework, practice practicum education, and competency-based assessment structure. Consistent with the School's mission and anti-racist, diversity, equity, and inclusion (ADEI) framework, the program actively seeks and values student perspectives in curriculum planning, implementation, and evaluation.

Student input is solicited and incorporated through multiple formal and informal mechanisms designed to ensure representation and accessibility for all BASW students, including those from historically and currently oppressed groups. These mechanisms include:

Student representation on the BASW Curriculum Committee, where student members contribute to discussions regarding course content, sequencing, learning outcomes, and assessment.

Annual student focus groups and listening sessions, facilitated by the Assistant Dean for Undergraduate Education, Program Director, and Assistant Director, which invite feedback on curriculum structure, course relevance, and alignment with professional competencies.

End-of-semester course evaluations, which provide students the opportunity to assess course content, instructional methods, and the integration of ADEI and generalist practice principles.

Practice practicum feedback surveys and reflection meetings, where students evaluate the effectiveness of practicum placements in supporting learning and competency development.

Student advisory meetings and open forums, where students can discuss proposed curricular changes and emerging issues with program leadership.

All student feedback is systematically reviewed by the BASW Curriculum Committee and program leadership. Recommendations that align with CSWE EPAS standards and the program's mission are used to inform curricular revisions, faculty development priorities, and ongoing improvement of teaching and practicum education.

POLICIES FOR STUDENT PARTICIPATION IN THE EXPLICIT CURRICULUM

The Rutgers University School of Social Work (RUSSW) is committed to ensuring equitable and inclusive opportunities for student participation in the explicit curriculum, which includes the BASW program's academic courses, practice practicum education, and competency-based learning outcomes. Guided by the School's mission and its anti-racist, diversity, equity, and inclusion (ADEI) framework, the BASW program encourages students to take an active role in shaping, implementing, and enhancing the explicit curriculum through meaningful collaboration with faculty, administrators, and the professional practice community.

All BASW students are invited and supported to participate in activities that contribute to curriculum design, delivery, and evaluation. Equitable and inclusive participation is facilitated through the following mechanisms:

Student representation on the BASW Curriculum Committee, where students engage directly with faculty in reviewing and discussing curriculum development, course sequencing, and assessment processes.

Participation in curriculum review meetings and feedback forums, facilitated by the Assistant Dean for Undergraduate Education, Program Director, and Assistant Director, which provide opportunities for students to share experiences and perspectives related to course content, learning outcomes, and teaching effectiveness.

Involvement in practice practicum education, where students collaborate with faculty liaisons and practicum instructors to co-develop learning goals, participate in reflective supervision, and contribute to continuous improvement of practicum learning experiences.

Engagement in student-faculty partnerships, such as focus groups or pilot projects, that explore innovations in pedagogy, ADEI integration, and experiential learning.

Student participation in faculty search processes and curriculum-related working groups, which ensure that the student voice informs decisions affecting teaching, learning, and professional preparation.

The BASW program ensures equitable participation by providing flexible opportunities for engagement across campuses and learning modalities (in-person, hybrid, and online) and by communicating participation opportunities widely through the School's website, email announcements, course management system, and student newsletters.

Participation feedback is reviewed regularly by the BASW Curriculum Committee and program leadership to ensure that student perspectives are meaningfully incorporated into curricular revisions and continuous improvement efforts.

NASW Code of ETHICS

Students should be fully engaged with and refer often to the NASW Code of Ethics:

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

GRADUATION CERTIFICATION

Students on the Camden campus must go through the following process the semester before graduation:

Submit the General Education Requirements Form to the Student Advising Center. After it is approved, students must make an appointment with their social work advisor.

The social work advisor will complete the senior review and sign it.

After the senior review is completed, students need to file a Notice of Degree Candidacy with the registrar in accordance with the following (approximate) dates:

August 1 for those qualifying for an October-dated diploma;

October 1 for a January-dated diploma;

February 15 for a May/June-dated diploma.

New Brunswick students complete a senior review with their advisor when they have accumulated 82 credits. At the beginning of their final semester, students file a Diploma Card through the Office of the Registrar on the appropriate campus in accordance with the following (approximate) dates:

July 1 for those qualifying for an October-dated diploma;

October 1 for a January-dated diploma;

February 1 for a May/June-dated diploma.

STUDENT RESOURCES CONTACT LIST

Phone numbers for Health Centers are as follows:

Hurtado Health Center | 848-932-7402

Hurtado Tele-pharmacy | 848- 932-8033

Busch/Livingston Health Center | 848-932-7402

Busch/Livingston Tele-pharmacy | 848-445-3606

Willets Health Center | 848-932-7402

Willets Tele-pharmacy | 848-932-8590

New Brunswick Health Center Website: | <http://health.rutgers.edu/>

Camden Health Center | 856-225-6005

Camden Health Center Website: | <http://crab.rutgers.edu/~ruhe alth/>

SCHOOL OF SOCIAL WORK ADMINISTRATION

George Leibowitz, Ph.D., MSW
Dean | 848-932-5341

DuWayne Battle, Ph.D., MSW
Assistant Dean and Director of the New Brunswick BASW Program | 848-932-5373
Baccalaureate Social Work Program – Camden Office | 856-225-6346

Natalie Bembry, Ed.D, MSW, LCSW
Director of the BASW Program in Camden | 856-225-6346

Dori Sabik, Program Coordinator - New Brunswick Office | 848-932-4362
Bijal Jobanputra, Program Coordinator– Camden Office | 856-225-2855

PRACTICUM PRACTICE STAFF

Mark Lamar
Executive Director of Practicum Learning | 848-932-5328

Bernardo Hiraldo
Associate Director of Practicum Learning (Southern Region) | 856-225-2851

Jeri Middlebrook
Coordinator of Practicum Education (Southern Region) | 856-225-6812

Nancy Schley
Associate Director of Practicum Education (Central Region) | 848-932-5304

Mariann Bischoff
Coordinator of Practicum Education (Central Region) | 848-932-5301

Mary Beth Ali
Coordinator of Practicum Education (Northern Region) | 973-353-5092

Trinay V. Thomas
Associate Director of Practicum Education (Northern Region) | 973-353-5031

ADDITIONAL IMPORTANT PHONE NUMBERS

Fire, Police, Ambulance | 848-932-7211

University - Main Number | 848-932-1766

School of Social Work | 848-932-7520

Office of Graduate Admissions and Student Services, SSW | 848-932-7520 x2

Practicum Education Department, SSW | 848-932-7520 x3

Registrar | 848-445-3556

Financial Aid | 848-932-7057

Kilmer Library – Livingston | 848-445-3613

Alexander Library | 848-932-7509

Parking and Transportation | 848-932-7744

Rutgers University Bookstore | 848-246-8448

Rutgers University - Main Number | 856 225-1766

School of Social Work | 856 -225-6346 x4

Fire, Police, Ambulance | 856 -225-6009

Registrar | 856-225-6053

Financial Aid | 856-225-6039

Paul Robeson Library | 856-225-6033

Parking and Transportation | 856-225-6137

Camden Campus Bookstore | 856-968-1200