BSW Program Bulletin

and

STUDENT Handbook

2008 - 2009

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FLORIDA A & M UNIVERSITY

FAMU: A Historical Overview

Florida Agricultural and Mechanical University, founded on October 3, 1887, as the State Normal College for Colored Students, began classes with fifteen students and two instructors. Its destiny was to become an institution of higher learning, striving toward even greater heights of academic excellence. Today, Florida A&M University is one of nine institutions in the Florida State University System, and excellence - "excellence with caring" - remains its goal.

Leading the State Normal College through its infancy were two distinguished citizens and educators. They were Thomas DeSaille Tucker, an outstanding attorney from Pensacola who was selected as the college's first president, and Thomas Van Rennasaler Gibbs, a state representative from Duval County who was Tucker's top assistant. In 1891, the college received $7,500 under the Second Morrill Act for agricultural and mechanical arts education; thus, it became Florida's land grant institution for African-Americans. The college was moved from Copeland Street (now the site of Florida State University) to its present location, and its name was changed to the State Normal and Industrial College for Colored Students. It was at this new site that President Tucker initiated his plans for institutional growth and development.

In the 1900s, this young institution flourished under the leadership of Nathan B. Young. In 1905, management of the college was transferred from the Board of Education to the Board of Control. This event was significant because it officially designated the college as an institution of higher education. The name was changed in 1909 to Florida Agricultural and Mechanical College for Negroes (FAMC). The following year, with an enrollment of 317 students, the college awarded its first degrees. In spite of a setback caused by a tragic fire which destroyed Duval Hall, which was the main building that housed the library, administrative offices, cafeteria and other college agencies. Progress was made when Andrew Carnegie presented a gift of $10,000 to the college for the erection of a new library facility, which held the distinction of being the only Carnegie Library located on an African-American land-grant college. President Young directed the growth of the college with limited resources and expectations, to a four-year degree-granting institution, offering the B.S. degree in education, science, home economics, agriculture, and mechanical arts.

Under the administration of John Robert Edward Lee, Sr., Florida A&M University acquired much of the physical and academic image it has today. Buildings were constructed; more land was purchased; more faculty was hired; courses were upgraded, and accreditation was received from several state agencies. In 1944, Florida A&M University had constructed 48 buildings, accumulated 396 acres of land, and had 812 students and 122 staff members. In 1949, under the guidance of William H. Gray, Jr., expansion, along with reorganization, continued; the college had obtained an Army ROTC unit, and student enrollment had grown to more 2,000. Perhaps the greatest achievement under the presidency of Dr. George W. Gore, Jr., was the elevation of the school to university status. In 1953, the college's name was changed by legislative action from Florida Agricultural and Mechanical College to Florida Agricultural and Mechanical University. Obtaining university status meant restructuring existing programs and
designing new academic offerings to meet the demands of producing quality students at the professional and graduate levels. Between 1953 and 1968 the Schools of Pharmacy, Law, Graduate Studies, and Nursing were created.

During the years 1950-1968, the university experienced its most rapid growth. Twenty-three buildings were erected with construction and renovation costs totaling more than 14 million. These facilities included the Dairy Barn, Faculty Duplexes, Law Wing of Coleman Library; Gibbs, Tucker, and Truth Halls; Agriculture and Home Economics Building(Perry Page), Student Union Building, Demonstration School Building and cafeteria; Health and Physical Education Building, Music and Fine Arts Complex, High School Gymnasium, Stadium, and Health and Physical Education Building. The hospital was completed and operative. The university staff increased by more that 500. At this time, the four-quarter plan was implemented, and the school became the first Negro institution to become a member of the Southern Association of Colleges and Schools. Enrollment increased to more than 3,500.

With Dr. Benjamin L. Perry, Jr., at the helm, the 1970s brought further growth to the institution. FAMU experienced a decade of rapid transition during a time when federal laws were demanding a desegregated unitary system. His administration is credited with the preservation of FAMU's autonomy. In 1971, FAMU was recognized as a full partner in the nine-university, public higher education system of Florida. The program and academic areas within the institution were extended to include the Black Archives Research Center and Museum that was established as a state repository for black history and culture. The areas also included the Division of Sponsored Research; and, a Program in Medical Sciences, in conjunction with FSU and the University of Florida. The development of the School of Architecture; a Naval ROTC unit; and, the establishment of the cooperative programs in agriculture along with a degree-granting program in Afro-American Studies saw the enrollment at FAMU increase from 3,944 (1969) to 5,024 (1970). The University was reorganized into academic areas instead of departments. The physical plants were improved by the construction of the Women's complex (apartment type dormitory), Clifton Dyson Pharmacy Building, new poultry building and dairy cattle resting shed and renovation of University Commons, Coleman Library, Tucker Hall and the FAMU Hospital was converted into the presently named, Foote-Hilyer Administration Center.

The 1980's served as a model for productive development of FAMU. Under the administration of Dr. Walter L. Smith, the University grew to eleven schools and colleges, and a Division of Graduate Studies, Research, and Continuing Education. In 1984, the University was granted the authority to offer its first Doctor of Philosophy degree, the Ph.D. in Pharmacology. The '80s also saw the expansion of the Gaither Athletic Center, which includes the construction of a new Women's Athletic Complex equipped with a track, an Olympic pool, men's and women's weight training rooms, and softball and baseball fields. Bragg Memorial Stadium was renovated and expanded to provide seating for some 25,000 spectators, and a modern field house was erected. The old laundry was converted into the Industrial Education Classroom-Laboratory. New facilities were constructed to housing the Schools of Allied Health Sciences, Architecture, Business and Industry, and Nursing. Construction and renovation projects amounted to more that $34 million. Under the leadership of Dr. Smith, the University launched the Centennial Celebration Fund for establishment of a university endowment.
In 1985, construction of a new corridor of history was begun, as Dr. Frederick S. Humphries became the eighth president of FAMU. Under his leadership, FAMU has experienced significant growth and unsurpassed accomplishments. President Humphries has the distinction of residing over the University's Centennial Celebration: October 2, 1986-December 31, 1987. This commemorative event, which centered upon the theme, "A Legacy to Preserve--A Future to Design," was initiated with the president's inauguration, highlighted with many activities (lectures, concerts, convocation, etc.) and honors, and culminated with the burial of a time capsule.

Dr. Humphries' unique administrative initiatives have heightened the appeal for FAMU to high-school students, parents, and other publics. Some of the achievements made during President Humphries' administration include the following:

- The University has experienced record-breaking enrollment growth during years 1986 to present. In 1985, enrollment was 5,100; and statistics for 1992-93 showed total enrollment at 9,551. The enrollment for the 1997/98 academic year was approximately 12,000 students.

- The University's national ranking in enrolling National Achievement finalists has steadily climbed from fourth place in 1989 to first place in 1992, surpassing institutions such as Harvard, Yale, and Stanford. Through implementation of innovative recruiting efforts, such as the Life-Gets-Better, Excellence in Achievement, and President's Scholars Award programs, more outstanding students have been admitted to the university.

- FAMU successfully completed the requirements for establishing five Eminent Scholars Chairs through the State Major Gifts Program: the Warner-Lambert Chair in the College of Pharmacy and Pharmaceutical Sciences; the Garth Reeves and the Knight foundation chairs in the School of Journalism, Media and Graphic Arts, which were both filled during the 1992-93 academic year; and the Anheuser-Busch and Centennial chairs in the School of Business and Industry.

- At the 1989 Spring Commencement Exercises, the University awarded its first PhD to Hyacinth Chi Akunne in the College of Pharmacy and Pharmaceutical Sciences. By spring 1992, nine students had been awarded the Ph.D. in pharmacy since inception of the doctoral program.

- The FAMU Marching "100" Band, under the direction of Dr. William P. Foster, was invited by the French government to participate in the Bastille Day Parade as the official representation from the United States. This event was held in celebration of the Bicentennial of the French Revolution. The Marching "100" continues to perfect its legacy of excellence, which has resulted in it being labeled as the "Best Marching Band in the Nation" by *Sports Illustrated* (August 1992). The band received national recognition in January 1993, when it performed in the 52nd Inauguration Parade in Washington D.C. by invitation of President-Elect William "Bill" Clinton.

- Most significantly, during the celebration of its 110th Anniversary, TIME Magazine-Princeton Review selected Florida A&M University the 1997-98 College of the Year. FAMU
was selected as the winner from among six finalists to include: DePaul University, Chicago; DePauw University, Greencastle, Indiana; the University of Iowa, Iowa City, Iowa; University of California, Los Angeles; Trinity College, Hartford, Connecticut; and the University of California State System. FAMU was the first institution in the country to receive this honor from these magazines.

- Of historical importance, the Florida Legislature passed and the Governor signed legislation, during spring 2000, establishing (restoring) a College of Law at the University, which is located in Orlando, Florida.

In January 2002, the FAMU Board of Trustees named Henry Lewis III, PharmD, Dean of the College of Pharmacy and Pharmaceutical Sciences, interim president.

On May 17, 2002, the FAMU Board of Trustees named Fred Gainous, EdD, an alumnus, the ninth president of Florida A&M University.

On January 2, 2005, the FAMU Board of Trustees named Castell Vaughn Bryant, interim president. FAMU can credit much of its present academic stature to the leadership of its distinguished presidents:

On February 10, 2007, the FAMU Board of Trustees named James H. Ammons as the tenth president, who is very student-centered, supports faculty governance, and involves faculty and staff from every level in the decision-making processes.

<table>
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<tr>
<th>Florida A&amp;M University Presidents</th>
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<td>Thomas DeSaille Tucker</td>
<td>1887-1901</td>
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<tr>
<td>Nathan B. Young</td>
<td>1901-1923</td>
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<tr>
<td>W.H.A. Howard*</td>
<td>1923-1924</td>
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<tr>
<td>John Robert Edward Lee, Sr.</td>
<td>1924-1944</td>
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<tr>
<td>J.B. Bragg*</td>
<td>1944</td>
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<td>William H. Gray, Jr.</td>
<td>1944-1949</td>
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<tr>
<td>George W. Gore, Jr.</td>
<td>1950-1968</td>
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<tr>
<td>Benjamin L. Perry, Jr.</td>
<td>1968-1977</td>
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<td>Walter L. Smith</td>
<td>1977-1985</td>
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<td>Frederick S. Humphries</td>
<td>1985-2001</td>
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<td>Henry Lewis – Interim</td>
<td>2001-2002</td>
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<td>Dr. Fred Gainous</td>
<td>2002-2004</td>
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<tr>
<td>Dr. Castell V. Bryant – Interim</td>
<td>2005-2007</td>
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<tr>
<td>Dr. James H. Ammons</td>
<td>2007 to Present</td>
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For more than 110 years, Florida A&M University has served the citizens of the State of Florida and the nation through its provision of preeminent educational programs--programs that are the building blocks of a legacy of academic excellence with caring. With the arrival of the 21st
century, FAMU, "Florida's Opportunity University," is committed to meeting the challenges and needs of future generations.

**FAMU Vision & Mission Statements**

**Vision Statement**
Florida Agricultural and Mechanical University will provide the citizens of Florida, the nation, and the world with inspirational teaching, relevant research, and meaningful service by offering opportunities to enhance humankind.

**Mission Statement**
The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. The University seeks and supports a faculty and staff of distinction dedicated to providing outstanding academic preparation at the undergraduate, graduate, doctoral and professional school levels, with a particular emphasis on integrity and ethical conduct. FAMU is committed to inspirational teaching, exemplary research and meaningful public and community service through creative partnerships at the local, state, national and global levels. The University is also committed to the resolution of complex issues that will enhance humankind.

While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community. The University, through its diverse faculty and staff, provides a caring, nurturing, collegial and respectful environment.

**FAMU Core Values**
Florida Agricultural and Mechanical University holds the following values essential to the achievement of the University’s mission:

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity/Ethics
- Respect
- Collegiality
- Freedom

http://www.famu.edu
SOCIAL WORK AT FLORIDA A & M UNIVERSITY

The Department of Social Work is located in the College of Arts and Sciences. The College is under the leadership of Dean Ralph W. Turner. The primary mission of the College of Arts and Sciences is to produce well-educated, competent, resourceful graduates who are capable of living active, independent, productive lives and who are properly prepared to launch successful careers, earn a satisfactory living, and make a difference in society.

The Department of Social Work

Social work at FAMU began as a sequence of elective courses in a curriculum for sociology majors in 1950. In 1956, a minor in social work comprised of six 3-hour courses or 18 hours was provided for students majoring in sociology, psychology, nursing, elementary and secondary education. Beginning in 1969, the major in sociology with a minor in social welfare was “approved as appropriate” by the Council on Social Work Education. In 1974, CSWE began the process of accrediting baccalaureate social work programs and the program at FAMU was accredited that same year. In 1979, Florida A&M University granted its first Bachelor of Social Work (BSW) degree. The BSW Program has been fully accredited since 1974.

Florida A&M University takes pride in its identification as a historically black university and seeks to capitalize on the commitment of its students to join the large number of professionals needed to provide services to the poor and oppressed and to work to alleviate poverty, oppression, and discrimination experienced by oppressed groups. Therefore, in addition to the curriculum prescribed by accreditation standards from the Council on Social Work Education, the BSW program adds courses and activities designed to equip its graduates to provide effective leadership in the social work profession and among African American citizens in particular.

Mission Statement of the BSW Program

The mission of the Bachelor of Social Work (BSW) program in the Department of Social Work is to provide a beginning generalist curriculum reflecting the history, knowledge, values, ethics and skills of the profession. We seek to educate students who will engage in the problem-solving process with individuals, groups and communities; promote social and economic justice for oppressed people; and demonstrate knowledge and sensitivity to human diversity. Program graduates will be prepared for beginning social work practice and/or advanced standing upon entry into a graduate program of study. Therefore, our BSW Program provides our students with the following educational goals and objectives to enhance their social work education and promote life-long learning:

BSW Program Goals & Objectives

Goal 1: To provide a liberal arts base for foundation knowledge, critical and effective communication and critical thinking.
Objective 1: Students will demonstrate knowledge of the liberal arts perspective including human biology, society and culture, history, political science, economics, and analytical sciences.
Objective 2: Students will demonstrate proficiency in oral and in written communication.
Objective 3: Students will demonstrate the ability to use critical thinking in analyzing, synthesizing, and evaluating social policies, services, and programs.

Goal 2: To socialize students in the ethics and values of the profession.
Objective 4: Students will apply ethics and values as both students and professionals.

Goal 3: To help students to understand the need for continuous professional development.
Objective 5: Students will acquire membership in at least one professional organization.
Objective 6: Students will establish professional goals.

Goal 4: To provide study of theories and facts comprising the knowledge base of human behavior and social environment with emphasis on populations at risk, human diversity, and women.
Objective 7: Students will have a knowledge base that helps them meet basic human needs and support the development of human capacities.
Objective 8: Students will be familiar with the characteristics of populations-at-risk.
Objective 9: Students will be able to articulate knowledge of and demonstrate sensitivity to the characteristics and social barriers experienced by the disenfranchised (those who feel they have little or no influence in society), the oppressed, and other diverse group members.

Goal 5: To focus on the public will, and the political and legislative processes used in the development and implementation of social policy.
Objective 10: Students will understand the impact of various forces on political/legislative support for social issues.
Objective 11: Students will have the capacity for using the political system in support of appropriate social issues from a local, state, federal, and/or global perspective.

Goal 6: To provide orientation to the methods of social research and the tools and procedures used in measurement of social behavior, and social work practice.
Objective 12: Ability to communicate (orally and in writing) and the use of critical inquiry for scholarly research.
Objective 13: Students will demonstrate an understanding of research processes and ability to utilize the research of others.
Objective 14: Students will have the capacity to formulate a simple research study.

Goal 7: To provide application of the generalist practice method with client systems including individuals, groups, communities, and organizations, in diverse settings.
Objective 15: Students will be able to utilize their oral and written communication skills to enhance the social functioning and interactions of individuals, families, groups, organizations, and communities.
Objective 16: Students will demonstrate understanding and application of generalist practice skills through continuous self-assessment.

Goal 8: To provide evaluative study of social movements and organizational programs promoting the general welfare of oppressed peoples.
Objective 17: Students will demonstrate knowledge of social policy development and the history of social welfare.
Objective 18: Students will have knowledge of the governmental system of social services.

Goal 9: To promote successful strategies for political, social, and economic development of African Americans and their communities.
Objective 19: Students will understand the impact of political, social and economic forces that affect the African American community.
Objective 20: Students will have the capacity for using the generalist practice knowledge and skills to advocate on behalf of the African American community.

These goals and objectives reflect the purpose, values, and ethics of the social work profession and are consistent with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS). (See www.cswe.org for the full text of CSWEs EPAS).

Faculty
The BSW faculty of the Department of Social Work continues to build upon the legacy of Dr. Victoria Warner. Faculty has been instrumental in bringing in great talent and continuing the missions of “Promoting Professionalism in Social Work” through “Excellence with Caring”. This professionalism is demonstrated through the collective involvement of faculty in academic research, community service, and student involvement (See Appendix A, BSW Faculty).

BSW faculty and students have a myriad of opportunities to interact and collaborate. Students are afforded the opportunity to enroll in required and elective undergraduate courses taught by BSW faculty. Each student is required to have a BSW faculty advisor throughout the duration of his or her upper division academic program. Students are asked to meet with their advisor regularly. This advisory process provides support and encouragement to students through the faculty-student relationship.

THE SOCIAL WORK MAJOR
The social work curriculum does not formally begin until the student’s junior year because it is considered an upper-division professional program. However, students need to begin taking the required liberal arts courses for the major as a freshman (as pre-social work majors). These prerequisites compliment the general studies courses required for any degree from Florida A&M University. Social work majors are required to complete 59 hours of general studies and social work (liberal arts) prerequisite courses and 61 hours of upper-division professional foundation courses for a total of 120 hours. These 61 hours are taken in the junior and senior years in a four-semester sequential order. These hours include fourteen required social work courses (52
credit hours), two social work electives (6 credit hours), and one free elective (3 credit hours), for a total of 61 credit hours of social work.

**Admission Criteria**

All students must apply for admission to the undergraduate program in social work. The BSW program requires that:
- Students have been admitted to the University.
- Students must complete an “Application for Admission” to the BSW program.
- Students must complete at least 60 hours of lower division coursework.
- Students must complete CLAST requirements:
  - Three (3) parts of the CLAST must be completed by 60 hours (Junior Year); and
  - All four (4) parts of the CLAST must be completed by 90 hours (Senior Year); or
  - Students must be “exempt” from taking the CLAST (exemption by application to CLAST office).
- Students must have a 2.0 grade point average (including transfer students).
- Students must provide an “Admission Statement” as outlined in the “Application for Admission”.
- Students must submit a copy of their transcript along with the “Application for Admission”.

**BSW Admission Procedures**

- First-time-in-college freshman students applying for admissions to the University and indicating social as their major will be admitted as a pre-social work major. Upon acceptance to the University, these students will be admitted as a lower division BSW student. The University Admissions Office forwards the records and applications of students choosing Social Work to the Department.
- The BSW Program Director reviews all freshman, transfer and major changes to determine eligibility. Students eligible for the program will receive a letter of acceptance as a pre-social work major. The letter indicates a faculty advisor.
- Faculty advisors are assigned to pre-social work majors in order to guide the student through the appropriate liberal arts experience and to prepare students for the upper division and full admittance. Students should meet with their advisors a minimum of once per semester to register for the following semester.
- Applicants with a 2.5 grade point average in sequential English and Math courses (ENC 1101, ENC 1102, MGF 1106, & MGF 1107) may apply for CLAST exemption.
- All students having exemption or passed at least three (3) parts of the CLAST (includes essay, English language skills, reading and mathematics) are reviewed for acceptance by the Admissions Committee consisting of the BSW Program Director, the assigned faculty advisor, and a BSW faculty member. The applicant must have
completed the application process including submission of a statement of purpose, a transcript, and any change of major forms, if applicable.

- Students entering the Program as freshmen are admitted as “Pre Social Work” majors. They must complete all liberal arts foundation courses, pass at least three (3) parts of the CLAST, complete a Social Work application and essay, and maintain a GPA of 2.0 before being admitted to the upper division level (Junior year) as a Social Work major.

- Advisement by faculty is available prior to Program Admission for students desiring information and exploring their interest and aptitude for professional study. The BSW Program Director sees and/or corresponds with all program applicants. Students with non-qualifying academic records (who have been readmitted to the University or are currently attending the University) are made aware of the admission standards and are encouraged to continue lower level courses, improve their GPAs and to take and/or pass the CLAST. The University offers each semester a group of CLAST Preparation courses, which are discussed with each applicant.

Articulation Agreement (AA Degree)

The State University System of Florida promotes and maintains an Articulation Agreement between Florida Junior and Community Colleges and State 4-year universities, which permits graduates holding the AA degree to transfer without penalty to any State University with junior level status. All AA degree students interested in the BSW program must apply for admission to the professional upper-division social work program.

Students transferring from General Studies and/or other major programs must have a minimum GPA 2.0—otherwise, they will be admitted as “Pre Social Work majors until their GPA reaches 2.0. They must have passed at least three (3) parts of the CLAST (essay, English language skills, reading and mathematics). CLAST (the College-Level Academic Skills Test) is an achievement test measuring communication and computational skills held by students completing the sophomore year in college. The CLAST was mandated by Florida Statue 229.551 (3) in 1981 and is a requirement for the AA degree in junior and community colleges and for admission to upper level degree programs in 4-year universities. Students with AA degrees (64 semester hours) can graduate with 56 additional semester hours from Florida A&M University (total 120 semester hours). However, students with less than 60 semester hours at FAMU are not considered for honors {Cum laude, Summa cum laude, or Magna cum laude}. 
**Transfer Students**

1. Students transferring to FAMU *without* the AA degree must complete all lower division courses required by FAMU and required by the Department of Social Work.

2. Students transferring to FAMU *with* the AA degree *must* take POS 2041 American National Government & ECO 2013 Principles of Economics, if these courses were not included in the AA degree.

3. Many students come to FAMU with transfer credits from Junior Colleges, Community Colleges or from other 4-year institutions. It is essential that transfer credits are first accepted then posted on the FAMU transcript or grade sheet. If a student has earned an AA degree from a Junior or Community College in Florida, these credits will be posted as General Education (64 semester hours). If the student did not graduate from a Junior or Community College, the transfer credits will be posted individually.

**The Social Work Curriculum**

A four semester sequence of professional courses in social work follow 2 years of study in liberal arts, including communications, humanities, mathematical science, biology, physical science, sociology, political science, history (including African American), psychology and economics. Social work courses, 15 required and 2 electives in social work education include units of study for the nine well-established content areas (2003 CSWE Curriculum Policy Statement) plus materials selected to help students mobilize community groups for social, political and economic development. Learning objectives are defined for each of the content areas and courses represent appropriately packaged teaching/learning activities.

While the search for agreement continues in the literature, as to the nature of the generalist practitioner, we define our graduates as generalists, prepared for both direct and indirect practice, using a client-centered, problem-solving approach. Students are expected to articulate worker activity in 63 skills (interactions with clients) for use with individuals, families, groups and communities. The research sequence provides order for conceptualization of knowledge and practice. The curriculum is heavily weighted in social policy as opposed to emphasis on clinical practice.

A field experience occurs within the context of agency structure and function, or the state-of-the-art in service delivery. The curriculum then comes face to face with the realities of the world of
work. Students are challenged to move beyond that which is well known, in search of new strategies for solving age-old problems.

The social work curriculum does not officially begin until your junior year because it is considered an upper-division professional program. However, you really need to begin taking the required liberal arts courses for the major in your Freshman year. These prerequisites compliment the general studies courses required for any degree from Florida A&M University. Social work majors are required to complete 59 hours of general studies and social work prerequisite courses and 61 hours of upper-division professional foundation courses for a total of 120 hours. These 61 hours are taken in your junior and senior years in a 4-semester sequential order. These hours include 14 required social work courses (52 credit hours), two social work electives (6 credit hours), and one free elective (3 credit hours) for a total of 61 hours of social work. A Course of Study, Evaluation Form is located on the next page.
<table>
<thead>
<tr>
<th>Student:</th>
<th>SS#:</th>
<th>ID#:</th>
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**FRESHMAN YEAR**  

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>SEM</th>
<th>YEAR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 2010 or 2020 American History</td>
<td>3</td>
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<td></td>
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<tr>
<td>AMH 2091 African American History</td>
<td>3</td>
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<tr>
<td>BSC 1005 Biology</td>
<td>4</td>
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<tr>
<td>ENC 1101 Communicative Skills I</td>
<td>3</td>
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<tr>
<td>ENC 1102 Communicative Skills II</td>
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<tr>
<td>HUM Humanities Elective</td>
<td>3</td>
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<tr>
<td>MAC 1105 or 1106 College Algebra or Liberal Arts Math I</td>
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<tr>
<td>MGF 1107 Liberal Arts Math II</td>
<td>3</td>
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<tr>
<td>POS 2041 American National Gov’t</td>
<td>3</td>
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<tr>
<td><strong>28 HRS</strong></td>
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**SECOND YEAR**  

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>SEM</th>
<th>YEAR</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>AST 1102 or PSC 1121 Astronomy or Physical Science w/lab</td>
<td>4</td>
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<tr>
<td>ECO 2013 or 3040 Principles or Consumer Economics</td>
<td>3</td>
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<tr>
<td>ENC 2300 Improved Writing</td>
<td>3</td>
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<tr>
<td>HUM 1100 Humanities Elective</td>
<td>3</td>
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<tr>
<td>HSC 1100 Health</td>
<td>3</td>
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<td></td>
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<tr>
<td>PSY 2012 Introduction to Psychology</td>
<td>3</td>
<td></td>
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<tr>
<td>SP 2600 Public Speaking</td>
<td>3</td>
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<tr>
<td>SYG 2000 Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>SYG 3010 Social Problems</td>
<td>3</td>
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<tr>
<td>SOW 3203 Introduction to Social Work</td>
<td>3</td>
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<tr>
<td><strong>31 HRS</strong></td>
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**SEMESTER III - JUNIOR YEAR**  

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SEM/YR</th>
<th>Grade</th>
<th>SEMESTER IV - SENIOR YEAR</th>
<th>SEM/YR</th>
<th>Grade</th>
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<tbody>
<tr>
<td>SOW 3103 Human Behavior</td>
<td>SOW 3295 Practice III</td>
<td></td>
<td>SOW 3341 Practice I</td>
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<tr>
<td>SOW 3290 Prof. Develop. Ethics</td>
<td>SOW 4322 Practice II</td>
<td></td>
<td>SOW 4443 Research Methods</td>
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<tr>
<td>SOW 3230 Social Welfare Hist</td>
<td>SOW 4510 Field Experience (12)</td>
<td></td>
<td>SOW 4522 Integrative Sem (3)</td>
<td></td>
<td></td>
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<tr>
<td>SOW 3341 Practice I</td>
<td>SOW 4654 Elective</td>
<td></td>
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<tr>
<td>SOW 3801 Self Awareness</td>
<td>SOW 4654 Elective</td>
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<tr>
<td><strong>16 hrs</strong></td>
<td><strong>15 hours</strong></td>
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**SEMESTER IV - SENIOR YEAR**  

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>SEM/YR</th>
<th>Grade</th>
<th>SEMESTER IV - SENIOR YEAR</th>
<th>SEM/YR</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 4343 Practice III</td>
<td>SOW 4510 Field Experience (12)</td>
<td></td>
<td>SOW 4522 Integrative Sem (3)</td>
<td></td>
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<tr>
<td>SOW 4443 Res/Measurements</td>
<td>SOW 4522 Integrative Sem (3)</td>
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<tr>
<td>SOW 3232 Policy Analysis</td>
<td>SOW 4555 Elective</td>
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<tr>
<td>Free Elective</td>
<td>Free Elective</td>
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<tr>
<td><strong>15 hrs</strong></td>
<td><strong>TOTAL HOURS 120</strong></td>
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</tbody>
</table>

** PLEASE NOTE:**  

- C or higher in ALL courses except Biology & Physical Science.  
- AA Degree must transfer 60 hours or higher (Ds will NOT transfer as credit).  
- A minimum of 121 hours needed to graduate.  

**OTHER COURSES:**  

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<tr>
<th>HRS</th>
<th>SEM/YR</th>
<th>GRADE</th>
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*Florida A&M University - College of Arts & Sciences*

*Course of Study: Bachelor Degree in Social Work*

**EVALUATION FORM**

**PLEASE NOTE:**

- C or higher in ALL courses except Biology & Physical Science.
- AA Degree must transfer 60 hours or higher (Ds will NOT transfer as credit).
- A minimum of 121 hours needed to graduate.
BSW Field Education Experience

After completion of the field prerequisites (Liberal Arts courses, CLAST or CLAST exemption, Foreign Language, the professional sequence, and the approved Pre-Field Application Check List Form), students are eligible to apply for field placement as the final phase of the curriculum. All students must pay for and undergo a nationwide criminal background check. If a student has ever been charged with or arrested for a crime, they must notify the department immediately. The background check report must be submitted to the Field Coordinator.

The Department of Social Work is responsible for determining student’s eligibility for field placement, and for assignments at identified agencies. All fall and spring semester students must complete 504 hours of fieldwork. All summer semester students must complete 400 hours of fieldwork. These requirements are based on week differentials between the summer and fall/spring semesters. The hours can be completed in the form of a block placement or part-time placement. Block placements consist of a 36-hour workweek over a period of one semester. The workweek schedule should be between 8:00AM and 5:00PM. On occasion, students may be asked by the field instructor to engage in field related tasks that occur after 5:00PM or on weekends. Students should make reasonable attempts to adjust their schedules accordingly. Part-time placements consist of an 18-hour workweek over two consecutive semesters (See BSW FIELD MANUAL for further details).

Factors taken into consideration for assignments and agency placement include, but are not limited to:
- Interest and future career plans
- Volunteer and work experience in social service agencies
- Specific educational needs
- Student’s ability to function in particular agencies
- Agency’s ability to meet student’s specific needs

Students are eligible for field courses if she/he has:
- Met the foreign language requirement (two years of high school or two semester of college foreign language, 8-10 credit hours).
- Minimum cumulative GPA of 2.5 in social work courses and a 2.0 overall GPA.
- Completed all prerequisites for the field course.
- Current membership in a professional social work organization that offers liability insurance such as National Association of Social Workers (NASW), National Association of Christian Social Workers (NACSW), or the National Association of Black Social Workers (NABSW). They also need to purchase the available liability insurance.
- Exempt or passed all parts of the CLAST.
- Submit to and clear a Level II criminal record background check.
- Notified the field office of any history of charges or arrest that may impede the ability of the field coordinator to secure a practicum site.
- Attend the BSW Pre-Placement Meeting and the BSW Student Field Placement Orientation Meeting (mandatory meetings for all eligible students).

For more information contact: Professor Wanda Jackson, BSW, Field Coordinator
Title IV-E Child Welfare Education Program

The purpose of the Title IV-E Child Welfare Education Program is to foster excellence in public child welfare services by increasing the number of trained child welfare professionals in the state of Florida, who have received either a bachelor’s degree or master’s degree in social work.

Students accepted into the program shall receive $6,000.00 annual stipends to provide for basic living expenses while a full time upper division undergraduate or graduate student. Upon graduation, students shall fulfill employment commitments in child welfare. Employment commitments are based on one year of employment for each annual stipend awarded.

For more information contact: Professor Katisa Donaldson, MSW, Title IV E Coordinator

STUDENTS IN SOCIAL WORK

Student Advisement

A very essential component of the Program in Social Work is the student advisement system. The advisee/advisor relationship includes both mentoring and modeling behaviors, which assist students in becoming social work professionals. The relationship should continue throughout the years of a student’s academic career at FAMU. Advisors should meet regularly with advisees to identify student strengths and weaknesses, and to discuss any aspect of the social work curriculum. Contacts between advisees/advisors provide continuous opportunity for joint evaluation of student commitment to social work values, and for discussion of career opportunities and graduate school options. Frequent contacts permit advisors to anticipate problems students may have with the social work curriculum and thus reduce the severity or even occurrence of such problems.

Upon admission to the Program in Social Work, an evaluation of previous work is made by the Program Director. The student will then be assigned a faculty advisor. The faculty advisor develops, with the student, a Course Plan suggesting the order of remaining course requirements.

In general, advisors are assigned as follows:

- Students who are pre-social work majors are assigned to the BSW Program Director.
- Students who are new social work majors (Juniors) are assigned to BSW faculty members (not include the BSW Program or the BSW Field Coordinator).
- After a student completes the checklist before applying for field, they will be reassigned to the BSW Field Coordinator. The BSW Field Coordinator will act as the student’s faculty advisor until the student graduates from the program.

Students will find that their advisor can be helpful in the following specific ways:

- Review of CLAST test information.
- Discuss current educational progress.
- Appraise course choices.
- Assist with opportunities for professional development in scholarly and professional organizations.
- Discuss professional goals, problems in coursework, field instruction, and other matters regarding the advisee's educational process.
- Provide contacts with practitioners and other professionals.
- Review requirements for graduation from the College, as well as specific requirements of the Program.
- Provide graduate school and/or employment reference(s) and advisement.

**Changing Advisee/Advisor Relationship**

If either the student or faculty feels the student should be assigned a new faculty advisor, a request should be made in writing to the BSW Program Director. This memo should include the reason why the student or faculty feels the student should be assigned a new advisor. If a new advisor is assigned, the new advisor, the old advisor, and the student will be notified through a memo.
BSW Advisee Responsibility Agreement

I, __________________________, agree to assume responsibility for the following:

1. Make at least ONE appointment to visit my faculty advisor prior to actual advisement and registration each semester.
2. Seek assistance with the preparation of my class schedule prior to registration.
3. Make every attempt to pre-register for classes each semester.
4. Complete social work courses in sequential order.
5. Review course requirements with evaluation form.
6. Adhere to class attendance policies (see BSW Handbook).
7. Adhere to policies related to withdrawals (W) and incompletes (I) in social work courses.
8. Confer with major advisor prior to withdrawing from a course.
9. Sign up to take the College Level Academic Skills Test (CLAST) upon completion of thirty (30) hours. (ALL parts MUST be satisfied by completion of 90 hours).
10. See my academic advisor at the first sign of academic difficulty.

______________________________  ______________________________
Student’s Signature                  Date

______________________________  ______________________________
Advisor’s Signature                  Date

Student Rights

All students enrolled at Florida A&M University are accorded the basic rights as set forth by the Board of Regents Policy 6C6.12. These rights are to be respected and unabridged. Students' rights are as follows:
1. The right of respect for personal feelings; the right of freedom from indignity of any type; the right to expect an education of the highest quality; and the right to make the best use of one's talents and time toward the objectives which brought him or her to the University.

2. The right to inquire about and to recommend improvements in policies, regulations, and procedures affecting the welfare of students.

3. The right to participate in the student self-governing process in student organizations.

4. The right to serve on university-wide committees.

5. The right of freedom of expression and peaceful assembly as defined by the Constitution of the United States, laws of the State of Florida, and BOR rules.

6. The right to participate in dialogue during public discussions that provide a diversity of opinion.

7. The right to join university organizations for educational, political, social, religious, and cultural purposes within the limits imposed by their responsibilities to each other and to the student life of the University.

8. The right of due process.

**Student Responsibilities**

- Students will be notified of University and Departmental regulations through written and verbal communication throughout each semester. Read notices placed in the social work department hallways and classroom bulletin boards about special events scheduled for social work majors; visits by agency recruiters; and recruiters from graduate school.

- Students will be reminded that they should take courses **IN SEQUENTIAL ORDER** as they appear in the curriculum guidelines.

- Freshmen and first semester Sophomores are permitted to take the CLAST test. They may take the practice test known as the Prototype before taking the CLAST. Second semester Sophomores (who have **not** passed the CLAST) **MUST** take four (4) one-hour courses designed to assist students in passing the test. These courses (when satisfactorily completed Grade S) will count towards graduation (120 credit hours) and may be considered as "**free**" electives in the four (4) year curriculum. Students have found the courses very helpful in successful completion of the CLAST:

  - ENC 1090 Essay
  - IDS 1108 Writing
  - REA 1125 Reading
  - MGF 1201 Computation
If a student receives a "D" grade in a 3 hour course and later repeats the course with a grade of "C" or better, double credit (6 semester hours) will appear on the transcript for the same course, i.e.:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Grade</th>
<th>Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 2025</td>
<td>D</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>AMH 2025</td>
<td>C</td>
<td>3</td>
<td>Fall</td>
</tr>
</tbody>
</table>

A "forgiveness" form must be submitted at the Office of the Registrar for two (2) reasons:

a) The "first attempt" 3 hours is not counted against your GPA and,
b) Only 3 hours credit can be awarded for a 3-hour course.

As grade sheets are received at the end of each semester, we attempt to file forgiveness forms for courses repeated by students. Since YOU are the person REPEATING the course, you should be aware of the double credits. PLEASE HELP US MONITOR THIS PROCESS. Double course credits may suggest that you have completed more semester hours than are valid.

Class attendance at Florida A&M University is mandatory. This policy assures the development of availability, and permits students to prioritize their time and energies in the area of study. The practice of attendance is easily transferred to the employment scene for the professional.

Make every effort to achieve at least a "B" in all major courses

To remain in the program, a 2.5 GPA in social work courses and an overall 2.0 GPA is required to qualify for field placement.

To be considered for graduate school a cumulative average of "B" must be maintained in the last sixty (60) semester hours.

Consult both university and departmental calendars for dates regarding:
- Registration and/or pre-registration
- Drop/add periods
- Dates for withdrawing from classes
- Dates for applying for graduation

Termination from the BSW Program

While every possible effort shall be made to retain students admitted to the Program in Social Work, there will occur the need to ask students to leave the program. Reasons for termination from the BSW program may be related to:

- Obvious lack of interest in the field;
- Diminishing grades in social work courses (less than 2.0 GPA);
- Unprofessional behavior of students in classroom, laboratory or field setting;
- Unethical behavior as delineated by the NASW Code of Ethics and the Florida A&M University Honor Code.

**Withdrawal from the University**

A student, who desires to withdraw from the University, must report to the Director of the Counseling and Assessment Center and explain the circumstances for which he/she feels it necessary to withdraw from the University. Upon approval by the Director, the withdrawal form will be completed and signed by the applicant, and a copy will be provided to the counselor of the dormitory in which the student is residing.

When the above signatures have been placed on the withdrawal form, the student then files the form with the University Registrar. This procedure is to be followed by all students, both on-campus and off-campus. No student will be permitted to file a withdrawal notice during the last 5 weeks of the semester without receiving a failing grade(s).

Any student, who withdraws from the University during the regular or late registration periods; will receive no grades at the close of the term. A student, who officially withdraws after "the last day to register" but during the first 12 weeks, will receive no grades at the close of the term. For information on refunds, see Refund Policy in the FAMU General Catalog.

A grade of "F" for each course will be given to any student who leaves the University without filing a withdrawal form with the University Registrar. Any student who has to withdraw from a course or the University MUST submit the appropriate, signed form to the **Office of the University Registrar, Room 112 Foote-Hilyer Administration Center (FHAC).**

**Student Grievance Procedures for the College of Arts & Sciences**

The procedural steps to be taken in informally resolving grievances are:

1. The student grievant should first attempt to resolve the issue by conferring with his/her instructor or source of misunderstanding.

2. If the issue remains unresolved, the student should take the grievance to his/her academic advisor if the student so chooses.
3. If the student's grievance involves a discipline or unit outside the academic jurisdiction of his/her academic advisor, the program director will contact the academic counterpart and attempt to resolve the issue.

4. If the grievance remains unresolved, the student should present the issue to the Dean of the College of Arts & Sciences. Either the student's academic advisor or chairperson may accompany the grievant at his/her request.

5. If the grievance involves a discipline or unit outside the College, the Dean will contact his administrative counterpart and attempt to resolve the issue.

6. If the issue remains unresolved, the Dean will compile the details and refer the matter to the Vice President for Academic Affairs for action.

All steps up to referring the grievance to the Vice President should take place within 10 days.

**Disciplinary Action**

The responsibility for disciplinary action is delegated by the President to the Office of Vice President for Student Affairs. However, the Office of the President may handle certain cases involving the welfare and safety of the University.

**Student Organizations**

**Student Social Work Association**

Via the formal structure of the Student Social Work Association (SSWA), students are encouraged to practice group interactions and group leadership. Program planning with committee responsibilities extends participation to large numbers of students and faculty consultation assures that the activities provide appropriate learning experiences. Students select all projects. Students are also encouraged to expand their participation to other campus groups.

**Phi Alpha Honor Society**

Initiates into PHI ALPHA represent students with high academic achievement who have earned the right and responsibility for leadership of other students. The Department encourages these students to present research papers in University wide honors conferences and monitors their pursuit of graduate study.

**FLORIDA A & M UNIVERSITY POLICIES**

**Affirmative Action Policy Statement**

Florida A & M University is a 4-year land-grant institution founded in 1887 to provide post-secondary education for the State's Black citizens. It is one of the three oldest universities in the Florida State
University System. It is under the jurisdiction of the Board of Trustees. The Governor and the Board of Education, which is comprised of the Governor and the State Cabinet, appoint the Board of Trustees.

It is the policy of Florida A & M University to assure that employment at the University shall continue to be based on qualification without regard to race, creed, color, national origin, age, handicap, sex and veteran status. State and federal statutes, as well as University policy prohibit sexual harassment. This policy shall include applicants for admission to the University and for employment within the University.

The Affirmative Action program is designed to encourage diversity by establishing procedures designed to ensure a continuous and equal opportunity to all individuals, to assure equal and fair treatment, particularly to minorities, the handicapped, and women, in the employment process; and to establish procedures that will attract and retain qualified minorities and women for employment.

Further, the University remains committed to the concept of equal employment opportunity and access to post-secondary education for Blacks and other minorities, as well as the preservation of the cultural values associated with that culture upon which the very foundation of the University was created.

Inquiries concerning this policy and procedures for filing complaints under this policy are to be directed to the University’s Equal Employment Officer (599-3076).

Policy for Accommodating Persons with Disabilities

Florida A & M University is supportive of the Americans with Disabilities Act of 1990 and is willing and able to provide reasonable accommodations to students and employees with disabilities, as defined under the Act.

Students who have special needs because of a physical or mental disability should contact the Special Programs and Services Office as soon as they arrive on campus. This office has been established to assist handicapped students attending Florida A & M University. The staff of the Special Programs and Services Office has close contact with federal and state agencies, which provide services to disabled individuals. In dealing with students, the office staff will work with each student individually in order to develop solutions to meet her or his needs.

Departments within the University wishing to receive ADA training or additional information may contact the Director of Equal Opportunity Programs at 599-3076 or 599-3219.

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**Sexual Harassment Policy**

Florida A & M University is committed to providing a professional working and learning environment free from sexual harassment. Sexual harassment is a form of sex discrimination and is illegal. Sexual harassment most often exploits a relationship between individuals of unequal power and authority (e.g., between an employee and a supervisor, between a student and a teacher, etc.), but may also occur between student peers or employees of equal rank. At a university, sexual harassment also constitutes unprofessional conduct that compromises the University’s commitment to the pursuit of learning. Florida A & M University will not tolerate any form of sexual harassment. Furthermore, this institution is committed to providing the training necessary to educate the staff, faculty, and students about sexual harassment policies.

**Definition of Statutory References:** Harassment based on sex is discrimination in violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. 200e and Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681. In addition, sexual harassment by a public servant is a criminal offense under the Florida Penal Code and sexual harassment by any individual may constitute assault, sexual assault, public lewdness, or indecent exposure.

Unwelcome sexual advances, request for sexual favors, verbal and written comments, or physical contact of a sexual nature may constitute sexual harassment when such conduct:

1. is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in a University activity; or
2. is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. creates an intimidating hostile or offensive University environment.

In relation to the foregoing statements, sexual harassing behaviors may include, but are not limited to, the following: unwelcome sexual flirtations, advances, or propositions; verbal remarks of a sexual nature—whether to an individual or directed toward a group— including sexually explicit or offensive jokes; graphic or degrading verbal or written comments of a sexual nature about an individual or the individual’s appearance; any suggestive or unwelcome physical contact; or physical assault. Sexual harassment is not limited to gender of either party, nor by superior-subordinate relationships.

Failure to investigate allegations of sexual harassment or failure to take timely corrective action is considered a violation of the University’s Sexual Harassment Policy. The University is prepared to take preventive and corrective action in cases of sexual harassment. Individuals who engage in such misconduct are subject to appropriate disciplinary action. The right to confidentiality of all parties involved in a sexual harassment charge shall be strictly adhered to during the course of the investigation.
For more information, contact the Chair of the Social Work Department at 599-3456 or the FAMU Affirmative Action Office (599-3076).

**Drug and Alcohol Policy Statement**

Florida A & M University will not tolerate the sale, possession, or use of controlled substances, with the exception of medication prescribed by a physician and taken in accordance with the prescribed usage. The use, sale, possession, manufacturing, and bartering of narcotic drugs, central nervous system stimulants, hallucinogenic drugs, or barbiturates, as defined by Federal, State, or University regulations, shall be prohibited in all FAMU facilities, about the campus, or in any public gathering, or recreational areas or facilities. Those found in violation of this policy could be subject to dismissal in accordance with the procedures of the Student Conduct Code. In addition, legal sanctions by a court of competent jurisdiction may include specific term imprisonment with an appropriate fine. The court may also decree the forfeiture of property, suspend or cancel a license, remove a person from office, or impose any other civil penalty.

**Faculty Assessment of Students**

A faculty of five meets bi-weekly for an hour and a half, alternating as four standing committees:

a) Student Issues i.e., admissions, retention, assessment
b) Curriculum Review and Development
c) Faculty Development
d) Departmental/University Issues

Student evaluations are made at the time of admission, as reported by faculty advisors in retention discussions, and in preparation for field placement. Faculty advisors must monitor student development via a written log, noting level of performance on several professional qualifications.

**The Student Handbook**

The expectations of students in social work may be generalized from the materials in the *Student Handbook*. Faculty advisors are expected to discuss with students any developments towards reasons for termination. Whenever possible, students will be helped first to recognize the problem. Secondly, students and advisor should discuss corrective measures related to the problem. If all such efforts fail, students will be assisted in finding new direction for their educational activities.

The Department provides information for students on the Program in Social Work through The *Student Handbook*, published annually. The Handbook is the contract between students and faculty. Students can
then monitor their own progress through the curriculum as well as determine if, in fact, program delivered is the same program purported to be available at the University.
APPENDICES
APPENDIX A
Bachelor of Social Work Faculty

Laura L. Myers, Ph.D, MSW. Associate Professor, BSW Program Director
Dr. Myers is an Associate Professor & BSW Program Director in the Department of Social Work. She received her MSW and PhD in Social Work from the University of Georgia, and a BA in Religion and Philosophy from the University of Southern Mississippi. She has taught at University of Georgia and Thomas University in Thomasville, GA. Her research interests include child foster and kinship care, adolescent health risk behaviors, eating disorders, and cultural diversity. Dr. Myers is currently working on two articles: The first looks at gang activity and drug, alcohol and tobacco use among middle and high school students in a rural county in South Georgia. The second looks at the presence of discrimination against students in social work programs across the country based on their conservative religious orientation. She has published over 20 refereed journal articles and over 10 book chapters, and has co-authored a social work textbook, entitled “A social worker’s guide to evaluating practice outcomes.”

Gloria Duran Aguilar, PhD, ACSW, Associate Professor. Dr. Aguilar received her PhD in Social Welfare from the University of California at Berkeley, her MSSW and a BA in Sociology from the University of Texas at Austin, and a BS in Psychology at the University of Houston. Her research interests include Social Work Education, Social Work Ethics, Cultural Competency, and Aging.

Cynthia Y. Davis, PhD, MSW, Assistant Professor. Dr. Davis received her MSW and her PhD in Sociology at Florida State University. Her research interests include policy analysis, program evaluation, welfare reform, community development and housing.

Wanda Jackson, MSW, Assistant Professor, BSW Field Coordinator.
Professor Jackson holds an MSW degree from Florida State University and a BS degree in Sociology from Florida A&M University. She has served as the BSW Field Coordinator for seven years. The BSW Field Coordinator is responsible for obtaining and evaluating field agencies, providing supervision to field instructors, and placing students in appropriate social work agencies. Professor Jackson’s practice and research areas are in child welfare, medical social work, and domestic violence. She teaches courses in social work practice, field seminar, and interviewing skills.
APPENDIX B

Social Work Course Descriptions

Dynamics of Human Behavior (SOW 3103)
This course introduces students to a life-span approach to human development within the context of families, groups, organizations, and communities. Emphasis is on the interplay of biological, cultural, psychological, and social factors that influence human behavior. The course will survey the major theories of human development with particular attention given to the psychology of the individual and the sociological significance of the individual's environment; and will address the unique situations of diverse groups, including ethnic/racial minorities, women, sexual minorities or gay and lesbian persons, the poor, the chronically ill, and the disabled. An ecosystems perspective will be used to examine three interrelated areas of life, that is, life transitions, environmental pressures, and interpersonal processes.

Introduction to Social Work (SOW 3203)
This course provides an overview of the field of social welfare and the profession of social work. It characterizes persons having needs and illustrates how these needs are met (or unmet) through social welfare institutions. The course introduces the value base of social work practice and defines the major methods used in generalist practice, with individuals, families, groups and communities.

History of Social Welfare (SOW 3230)
This course introduces the student to the history of social welfare from the period of the Ancient Greeks and Romans to the Elizabethan Period and its influence on the American Social Welfare System. Students will be exposed to the development of American social welfare policies from the 1700s to the present. The role of politics and economics will be critically examined. In addition, students will become familiar with the political process and the role that the individual citizen can play in influencing policies, including lobbying and monitoring legislation.

Social Policy (SOW 3232)
This course provides an introduction to the major social welfare programs in the United States, describes the history, trends, and current problems of existing programs, and addresses the controversies and conflicts surrounding them. Students will be encouraged to: (a) critically analyze social welfare policies, (b) become aware of value systems and the role they (the systems) play in the development of attitudes toward social welfare programs, and (c) adopt a politically oriented approach to social work practice.

Social Work Ethics & Professional Development (SOW 3290)
This course is designed to assist students in gaining knowledge of social work as a profession and developing the professional and practical skills necessary for entry into the social work related careers. The student will engage in curriculum-focused, “on-the-job” training while examining his/her professional knowledge, skills, and accomplishments. Oral and written communication skills are vitally important in the professional realm of social work and related fields. As students prepare to enter the professional arena, they must gain proficiency in communicating orally and in writing. Students must also continue to increase their knowledge and practical application of values and ethical standards of professionalism.
Social Work Practice with Individuals and Families (SOW 3341)
This is the first of a three-course practice sequence. It provides an overview of generalist practice, a problem-solving approach, systems theory and an ecological perspective. Students will become familiar with Social Work Practice in seven identifiable stages: engagement, data collection, assessment, intervention, evaluation, termination, and follow-up. Application of social work knowledge, skills, values, and human diversity will be highlighted as they pertain to each stage. This course provides knowledge of contemporary theories of counseling individuals and knowledge of practice evaluation as a part of the general method of practice. (OPEN TO SOCIAL WORK MAJORS ONLY)

Interviewing and Recording (SOW 3350)
This course provides foundation knowledge and practice of interviewing and process recording for generalist social work practice. This course is organized as an experiential laboratory to build good interviewing and writing skills. Two components of the course are interviewing and recording. Mastering one skill at a time will be emphasized (versus) a traditional method of demonstrating competence in all areas simultaneously. This "shaping" process of skill development will be done by using written materials, specific instructions for improvement, immediate and concrete feedback using videotaping sessions, video models demonstrating examples of a particular skill usage in practice and supervisory comments. Students will thus be able to learn each skill on a cognitive, experiential and observational level. The second component of the course focuses on process recording of numerous in vivo interviews conducted by students, role-plays and other written assignments according to the American Psychological Association (APA style). (OPEN TO SOCIAL WORK MAJORS ONLY)

Self-Awareness (SOW 3801)
The course is designed to help students develop awareness of self and the use of self to empower others in social work practice. The student will examine his/her identity, interpersonal relationships, problem-solving skills, styles of communication, and values.

Social Work Practice with Groups (SOW 4322)
(Pre-requisite: Social Work Practice I). This course continues the learning process of social work skills, thought to be more clearly understood in relationship to selected group processes, structures and functions. Students shall examine the use of groups in helping individual members solve problems and in helping groups accomplish goals. The classroom will become a laboratory for students to practice and develop additional social work skills. In addition, students will establish relationships with an organized group to observe and analyze group work activities. (OPEN TO SOCIAL WORK MAJORS ONLY)

Social Work Practice with Communities and Organizations (SOW 4343)
(Pre-requisite: Social Work Practice I). Social Work Practice III prepares students to use the general method of social work practice with organizations and communities. Community organizing is viewed as a political process aimed at empowering those who may currently have little involvement in decisions affecting their lives. Community development is viewed as the attainment of both problem solving skills and the development of organizations that can provide long-term capacity to address problems. In this perspective,
the goals of community organizing are to enhance the potential of individuals to solve problems confronting them and in the process, strive to enhance democracy through a more equitable division of resources. (OPEN TO SOCIAL WORK MAJORS ONLY)

Research Methods in Social Work Practice (SOW 4403)

This is the first in a two-course sequence required for all undergraduate BSW majors. The course is designed to provide competency in problem solving processes through utilization of research methodologies. The course concentrates on the appropriate language, knowledge and skills associated with generalist social work practice in the defining of and resolution of problems relevant to professional practice and evaluation of practice effectiveness. Substantive topics include values, ethics and philosophical issues in research; problem formulation; methods involved in problem solving; procedures for collecting and analyzing data and writing of the research report. (OPEN TO SOCIAL WORK MAJORS ONLY)

Measurement in Social Work Practice (SOW 4414)

(Pre-requisite: Research Methods I SOW 4403). The objective of the research sequence in baccalaureate (BSW) programs of social work education is to teach students to be "intelligent consumers" of research (Council on Social Work Education [CSWE], 1974). Baccalaureate students are expected to learn how to read and understand research studies so they can apply research results to their own professional practice (Task Force on Social Work Education, 1991). Research Methods II in social work practice and research is the second course in a two-part sequence of research courses. Measurement in social work practice and research provides a review of the scientific approach to social work research and in-depth knowledge and application of quantitative and qualitative data analysis in social work. Students are required to apply steps in the scientific method by carrying out the research proposal developed in the Research Methods I. (OPEN TO SOCIAL WORK MAJORS ONLY)

Field Experience (SOW 4510-601)

(Co-requisite: Integrative Field Seminar SOW 4522). Field experience is the practicum portion of social work education. In the field setting, students are provided educationally directed learning experiences in social service agencies or community settings under social work supervision. Students apply, test and integrate principles, theories, skills and values presented in earlier courses as they work with individuals, families, groups, organizations and communities in field settings. A minimum of 576 clock hours in field experience are required for the Bachelor Degree in Social Work (BSW).

Integrative Field Seminar (SOW 4522-301)

(Co-requisite: Field Experience SOW 4510). A weekly seminar, accompanying SOW 4510 Field Experience offered to facilitate discussions of prior learning (social work curriculum) with agency practice in field placement. Each student will select cases from placement for discussion (with confidentiality) throughout the seminar. Emphasis is placed on the professionalization of students.
ELECTIVE COURSES

Human Sexuality  (SOW 4152)

Sexuality is an important part of human growth and development. It is imperative that social workers and others acquire knowledge of human sexuality as a sphere of human development and an appreciation for its biopsychosocial significance to the well being of all persons in our society. This course covers human diversity, sexual variance and the span of human sexuality and psychosexual development. The course is divided into four primary areas including a historical view of sexuality as a science, sexual anatomy, sexual health and sexual coercion.

Social Work Practice in Health Care (SOW 4602)

This course focuses on social work practice (from an ecosystems perspective) in health settings. Issues related to the overall health care delivery system are explored, including legislation and policy, structural factors, the contributions of other disciplines, and organizational and professional standards. Special attention is given to the specific skills and tools used by social workers in health care settings; and the increasingly challenging ethical, financial, and quality of care issues associated with the delivery of health care services. Finally, the needs of special populations are emphasized, particularly the problems and perspectives of the elderly, ethnic/racial minorities, disadvantaged persons, women, chronically ill/disabled children and adults, and people who are HIV positive and who have full-blown AIDS.

Mental Health Services  (SOW 4613)

Perceptions of "Who We Are" permit persons either to avoid the need for mental health services or subject themselves to the definitions and treatment models of the current system. This course will define and describe the current models of service and underlying theories; and examine the mental health perspectives being advanced by four ethnic minority groups, women, gay and lesbian persons.

Social Work with African American Families  (SOW 4622)

Theories, practice and research relevant to African American families are examined around the socio-cultural forces influencing family structures and functions. Particular attention is given to misconceptions and myths about African American families in contemporary America. The generalist method of social work practice, the problem solving process and the eco-systems theoretical framework are utilized to provide a conceptual framework for practice with African American families.

Social Work with the Aged (SOW 4643)

Beginning with a review of the dimensions of aging in the United States and worldwide, selected problems of aging are identified. Societal responses or services are examined for elderly persons with and without adequate finances, with emphasis on special populations at risk as older persons.

Children and the Law  (SOW 4651)

This course focuses on the impact which State and Federal laws have on social workers in various child welfare settings. Five (5) Florida Statutes dealing with the protection of children including child abuse and
neglect, medical/mental health care, juvenile justice, family law/custody issues and rights of biological parents and children, and social work roles in the formation of laws related to children are examined.

**Social Work with Children (SOW 4654)**

The course defines child welfare as implemented in American agencies serving children. Units of study include an historical perspective and an examination of the principal supportive, supplementary, and substitutive child welfare services: home-based and family services, protective services, day care, homemaker service, foster care, adoption, and institutional childcare. Child welfare services to be studied include home-based care, homemaker services, day-care, protective services, foster family-care, adoption and institutional care.

**Youth in Crisis (SOW 4657)**

This course provides an overview of the impact of violence on our nation's youth. Students will examine how domestic violence, physical abuse and sexual abuse, sexual battery and other forms of violence affect the development of our adolescents. Society's role in perpetuating violence as well as political moves to address violence will also be explored.

**AIDS: Impact on the Life Cycle (SOW 4682)**

This course provides an overview of the HIV and AIDS epidemic; information and knowledge related to HIV testing, ARC treatment and prevention, and associated legal and ethical issues. Students will examine the effects of AIDS on children, women, adolescents, substance abusers, incarcerated individuals, African Americans and other specific groups, and provides knowledge and information on the entire span of human sexuality and psychosexual development.

**Chemical Dependency (SOW 4700)**

The nature and incidence of substance abuse; treatment modalities utilized; the influence of organized crime; the politics of the drug "war," and efforts towards prevention are the focus of this course. To facilitate a greater understanding of human diversity, substance abuse will emphasize poor racial/ethnic groups: African Americans, Hispanic Americans, Asian Americans and Native Americans.

**Selected Topics in Social Work (SOW 4930)**

Selected Topics in Social Work is a title used to offer a course that is not currently in the Master Course File. A course plan is developed and the subject matter is announced to students prior to registration. Simultaneously, the course plan is submitted to the Common Course Numbering System, so that the course information will be available when offered again.

**References**


M University, Division of Student Affairs.

Peer-Reviewed Social Work and Related Journals

Activities, Adaptation and Aging
Administration in Social Work
Administration Science Quarterly
Adolescence
AFFILIA – Journal of Women and Social Work
AIDS and Public Policy Journal
Alcohol Health and Research World
Alcoholism Treatment Quarterly
Alternative Therapies in Clinical Practice
American Journal of Alzheimer’s Disease
American Journal of Community Psychology
American Journal of Drug and Alcohol Abuse
American Journal of Family Therapy
American Journal of Mental Deficiency
American Journal of Orthopsychiatry
American Journal of Political Science
American Journal of Psychotherapy
American Journal of Public Health
American Journal of Sociology
American Political Science Review
American Psychologist
American Sociological Review
Applied Community Studies
ARETE
Asian Pacific Journal of Social Work
Australian Social Work
Behavioral Assessment
Behavior Therapy
British Journal of Psychotherapy
British Journal of Social Work
Bulletin of the Menninger Clinic
Canadian Journal of Human Sexuality
Canadian Journal on Aging
Catholic Charities Review
Child Abuse and Neglect, the International Journal
Child and Adolescent Social Work Journal
Child and Family Behavior Therapy
Child and Youth Care Forum
Child and Youth Services Review
Child Care Quarterly
Child Maltreatment: Journal of the American Professional Society on the Abuse of Children
Child Psychiatry and Human Development
Children
Children and Society
Child Welfare
Clinical Gerontologist
Clinical Social Work Journal
Clinical Supervisor
Community Development Issues
Community Mental Health Journal
Computers in Human Services
Computer in the Schools
Crime and Delinquency
Criminology
Day Care and Early Education
Death Studies
Developmental Psychology
Early Childhood Education Journal
Employee Assistance Quarterly
Evaluation Review
Evaluation and Program Planning: An International Journal
Explorations in Ethnic Studies
Families in Society: The Journal of Contemporary Human Services
Family and Conciliation Court Review
Family Networker
Family Preservation Journal
Family Process
Family Relations: Interdisciplinary Journal of Applied Family Studies
Family Therapy
Family Violence and Sexual Assault Bulletin
Federal Probation
Gerontologist
Groupwork
Hastings Center Report
Healing Ministry
Health Affairs
Health Care Financing Review
Health Psychology
Hispanic Journal of Behavioral Sciences
Home Health Care Services Quarterly
Hospice Journal
Hospital and Community Psychiatry
Human Services in the Rural Environment
Indian Journal of Social Work
Information and Referral: The Journal of Alliance of Information and Referral Systems
International Journal of Aging and Human Development
International Journal of Mental Health
International Journal of Psychiatry in Medicine
International Social Work
Journal of Abnormal Psychology
Journal of Addictive Diseases
Journal of Adolescent Research
Journal of Aging and Social Policy
Journal of Aging Studies
Journal of Analytic Social Work
Journal of Applied Behavioral Science
Journal of Applied Gerontology
Journal of Applied Research in Intellectual Disabilities
Journal of Applied Social Psychology
Journal of Applied Social Sciences
Journal of Autism and Developmental Disorders
Journal of Baccalaureate Social Work
Journal of Black Studies
Journal of Chemical Dependency Treatment
Journal of Child and Adolescent Group Therapy
Journal of Child and Adolescent Substance Abuse
Journal of Child Psychiatry and Psychiatry and Allied Disciplines
Journal of Child Sexual Abuse
Journal of Clinical Child Psychology
Journal of College Student Psychotherapy
Journal of Community Practice
Journal of Community Psychology
Journal of Consulting and Clinical Psychology
Journal of Continuing Social Work Education
Journal of Counseling Psychology
Journal of Criminal Justice
Journal of Crisis Intervention
Journal of Death and Dying
Journal of Divorce and Remarriage
Journal of Drug Issues
Journal of Elder Abuse and Neglect
Journal of Emotional Abuse
Journal of Family Issues
Journal of Family Ministry
Journal of Family Psychology
Journal of Family Psychotherapy
Journal of Family Social Work
Journal of Family Violence
Journal of Feminist Family Therapy
Journal of Gay and Lesbian Psychotherapy
Journal of General Psychology
Journal of Genetic Psychology
Journal of Geriatric Drug Therapy
Journal of Gerontological Social Work
Journal of Health and Social Policy
Journal of Homosexuality
Journal of Human Behavioral in the Social Environment
Journal of Independent Social Work
Journal of Interpersonal Violence
Journal of Jewish Communal Services
Journal of Law and Social Work
Journal of Lesbian Studies
Journal of Long-Term Care Administration
Journal of Marital and Family Therapy
Journal of Marriage and the Family
Journal of Mind and Behavior
Journal of Multicultural Social Work
Journal of Neuro-AIDS
Journal of Neurovascular Disease
Journal of Nonprofit and Public Sector Marketing
Journal of Nutrition for the Elderly
Journal of Offender Rehabilitation
Journal of Peace Research
Journal of Pediatric Psychology
Journal of Personality and Social Psychology
Journal of Poetry Therapy
Journal of Police Negotiations, Crisis Management and Suicidology
Journal of Policy Analysis and Management
Journal of Prevention and Intervention in the Community
Journal of Progressive Human Services
Journal of Psychopathology and Behavioral Assessment
Journal of Psychosocial Oncology
Journal of School Psychology
Journal of Sex and Marital Therapy
Journal of Sex Education and Therapy
Journal of Sexual Aggression
Journal of Social Issues
Journal of Social Policy (U.K.)
Journal of Social Psychology
Journal of Social Service Research
Journal of Social Welfare
Journal of Social Work and Human Sexuality
Journal of Social Work Education
Journal of Sociology and Social Welfare
Journal of Specialists in Group Work
Journal of Studies in Alcohol
Journal of Teaching in Social Work
Journal of Traumatic Stress
Journal of Visual Impairment and Blindness
Journal of Voluntary Action Research: Nonprofit and Voluntary Sector Quarterly
Journal of Volunteer Administration
Journal of Youth and Adolescence
Marriage and Family Review
Mental Retardation
Merrill-Palmer Quarterly: Journal of Development Psychology
Migration World
Milbank Memorial Fund Quarterly
New Social Worker: The Magazine for Social Work Students and Recent Graduates
Nonprofit and Voluntary Sector Quarterly
Occupational Therapy in Health Care
Occupational Therapy in Mental Health
Omega: Journal of Death and Dying
Physical and Occupational Therapy in Geriatrics
Physical and Occupational Therapy in Pediatrics
Political Science Quarterly
Prevention in Human Services
Psychiatric Rehabilitation Journal
Psychotherapy
Psychotherapy in Private Practice
Psychotherapy Patient
Public Administration Review
Public Interest
Public Welfare
Reflections: Narratives of Professional Helping
Research on Aging
Research on Social Work Practice
Residential Treatment for Children and Youth
Research in Pharmaceutical Economics
Research on Social Work Practice
Rural Sociology
Scandinavian Journal of Social Welfare
School Social Work Journal
SCI Psychosocial Process
Sex Roles
Small Group Research
Smith College Studies in Social Work

Social Development Issues
Social Forces
Social Indicators Research
Social Policy
Social Problems
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Social Work Department (Fax: 599-3215) 599-3456
Dr. Merlin Langley, Chair of Department, Associate Professor 599-3456

Telephone#  Office#
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Ms. Mary Howard, Office Manager, Notary                 599-8180              300 Banneker B Bldg
Ms. Gwendolyn Parker, Senior Secretary, Notary  561-2590  300 Banneker B Bldg.

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Dr. Cynthia Davis, Assistant Professor                   412-7553              304 Banneker B Bldg.
Ms. Katisa Donaldson, Title IV E Coordinator          599-3456  320 Banneker B Bldg.
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(physical location) 676 Gamble Street
Dr. Brenda Jarmon, Associate Professor  561-2263  310 Banneker B Bldg.
Ms. Sandra Kelly, Visiting Assistant Professor  599-3456  305 Banneker B Bldg.
Ms. Gwendolyn Spencer, MSW Field Coordinator  599-3781  319 Banneker B Bldg.

**Florida A&M University**

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