Bachelor of Social Work Program Bulletin

and

STUDENT Handbook

2014 – 2015

Florida Agricultural & Mechanical University
Department of Social Work

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Foreword

This handbook has been designed as a reference to assist students in understanding the undergraduate social work program, including its curriculum, policies, and procedures. It is organized as an overview of the Department of Social Work, including history and mission; the Code of Ethics to which the School subscribes; the specifics regarding the BSW program; and services and opportunities available to the BSW students. This handbook also serves to supplement University materials already provided at Florida A. & M. University. Students are encouraged to refer to this handbook at various points in their academic career.

While every effort is made to provide accurate and current information, the Florida A. & M. University Department of Social Work reserves the right to change curricula, policies, courses, rules or other matters. The Department attempts to make changes only as necessary and only to enhance and improve the educational experience.

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Chapter 1

INTRODUCTION

FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY

Vision Statement¹
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 (is there a new vision?).

Mission Statement
Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. Expanding upon the University’s land-grant status as a doctoral/research institution, FAMU continues to provide mechanisms to address emerging issues through local and global partnerships by enhancing the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

Florida Agricultural & Mechanical University 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
- Respect
- Collegiality
- Freedom
- Ethics

¹ http://www.famu.edu/index.cfm?AboutFAMU&Mission
Shared Governance

The Florida Agricultural & Mechanical University School of Social Work offers baccalaureate and master degree programs in social work. The Bachelor of Social Work program prepares students for generalist social work practice. The Master of Social Work program prepares graduate students for advanced macro social work practice.

The Department of Social Work
The Florida A. & M. University Department of Social Work began offering courses in the Department of Sociology during the 1950-51 academic year. A six-course sequence was available as a minor for students majoring in the liberal arts by 1956. Florida A. & M. University received its first Formula Grant in Health Education & Welfare Region IV in 1968. This led to the formation of the Department of Social Work.

The Department is located within the College of Social Sciences, Arts, and Humanities. While maintaining the unique perspective of an 1890 historically African American land-grant university, the BSW program seeks to educate a diverse group of students who will apply critical thinking skills that promote social justice for oppressed people, prevent conditions that limit human rights, eliminate poverty, and enhance the quality of life for all persons. Students are encouraged to integrate the knowledge, values, and skills of the social work profession into lifelong professional growth.
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 (CSWE), 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.

Brief History
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.

A bachelor degree in social work was first offered in 1979 under the visionary leadership of Victoria Warner. The program achieved departmental status in the 1990-91 academic year, under her direction. Both departmental faculty and the University administrators believed that the BSW program met the “goodness-of-fit” test in relations to:

1. The mission of Florida A. & M. University
2. The essential values of FAMU students, particularly those related to issues of social and economic justice.
3. Local and national needs of the profession, and
4. The self-actualization of students choosing social work as their career.

The College of Social Sciences Arts & Humanities is under the leadership of interim Dean Valencia Matthews. The mission of the College is to produce well-educated, competent, resourceful graduates who are capable of living active, independent, and productive lives while launching successful careers, earning a satisfactory living, and making a difference in society.

Mission Statement of the BSW Program
The mission of the BSW program is to provide generalist social work education to students that reflects the history, knowledge, values, ethics, and skills of the social work profession and prepares students for entry-level generalist social work. The mission statement of the BSW program affirms the importance of providing a quality education program that enables students to obtain the knowledge, values and skills of the social work profession, while providing educational opportunities to a diverse group of students. In keeping with the standards of basic liberal arts education, the Department of Social Work prepares students for generalist social work practice at the entry level, as well as preparing them for entry into a graduate program of study.
Florida A & M Policy on Non-Discrimination
An extremely important policy infused in all aspects of the Department is the Policy on Non-Discrimination. This policy states:

Based on tradition of the social work profession, and consistent with Florida A. & M. University’s Equal Opportunity Policy, the Florida A. & M. University Department of Social Work affirm that each member of the university community is permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, marital status, national origin, and veteran status as prohibited by State Statues and Federal Rules and Regulations.

The Core Competencies of the BSW Program
CSWE promotes high quality social work education through accreditation of programs, annual conferences for social work faculty and practitioners, professional development activities, task work on educational programming, and publication of several journals.

The Council on Social Work Education (CSWE), the national body authorized to accredit the baccalaureate social work programs in this country, accredited the BSW program in 1979, to ensure student exposure to a quality professional education experience. The CSWE core competencies are implemented in course syllabi to ensure that all students have the academic knowledge and professional skills to succeed as general practitioners. Theses competencies are linked to course assignments and student outcomes. These competencies allow students to focus on issues such as, identifying appropriate professional behavior, applying ethical principles and critical thinking, and engaging diverse populations. This accreditation enables Florida A. & M. University BSW graduates to apply for advanced standing in a graduate social work program.

Further information regarding CSWE including a national accredited program directory can be found at http://www.cswe.org.

The BSW Program affirms the following Core Competencies to achieve the program’s mission:

- Identify as a professional social worker and conduct oneself accordingly.
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Engage in research-informed practice and practice-informed research.
- Apply knowledge of human behavior and the social environment.
- Engage in policy practice to advance social and economic well-being and to deliver effective social work service.
- Respond to contexts that shape practice.
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. (see Appendix A)
Chapter 2

SOCIAL WORK AS A PROFESSION

Social Work: A Profession of Leaders
There are numerous definitions of social work explaining its fundamental mission. One of these definitions is the one adopted by the National Association of Social Work Board of Directors: “Social work is the professional activity of helping individuals, groups, or communities to enhance or restore their capacity for social functioning and to create societal conditions favorable to their goals” (Colby & Dziegielewski, 2001, p. 91). This definition clearly identifies the long standing commitment of the profession to intervene both at the individual and environmental levels.

Field of Practice
BSW graduates are prepared to work effectively with individuals, families, small groups, communities, and organizations in a variety of settings. Graduates are employed in both public and private agencies. They provide both direct and indirect services to individuals, families, and groups, and are often involved in organizational planning and management. Some of the settings in which they may be employed include:

1. Advocacy Programs 16. Home Care Agencies
2. Aging Services 17. Homeless Shelters
6. Children and Youth Services 20. Income Maintenance Programs
7. Churches 21. Legal Services Agencies
8. Community Action Agencies 22. Mental Health Services
9. Community Crisis Centers 23. Public Health Agencies
10. Correctional Facilities 24. Residential Treatment Programs
11. Criminal Justice Agencies 25. Schools
12. Disability Service Agencies 26. Substance Abuse Programs
13. Domestic Violence Programs 27. Training/Vocational Centers
14. Employee Assistance Programs 28. Vocational Rehabilitation Agencies
15. Head Start Programs 29. Voluntary Associations

National Association of Social Work Code of Ethics
Code of ethics can help establish standards for behavior and expectations in performance. The Bachelor of Social Work Program has adopted the National Association of Social Work (NASW) Code of Ethics as its standard of expected behavior and performance. Students admitted to the BSW Program are expected to adhere to the standards described in the Code. The Code can be found at www.socialworkers.org/pubs/code.

Social Work practitioners have chosen to develop and adopt ethical codes in addition to the NASW Code of Ethics. Links to other Codes of Ethics are listed below. These are provided for
information and exploration. It is important to remember that students in the BSW Program will be held accountable to the standards found in the NASW Code of Ethics.

International Federation of Social Workers (IFSW) Code of Ethics can be found at [www.ifsw.org/f38999932.html](http://www.ifsw.org/f38999932.html).
American Board of Examiners in Clinical Social Work’s Code of Ethics can be found at [www.abecsw.org/aobut-code-ethics.html](http://www.abecsw.org/aobut-code-ethics.html).
CHAPTER 3
FLORIDA A. & M. UNIVERSITY BACHELOR OF SOCIAL WORK PROGRAM

BSW Program Vision and Mission
The vision of the Bachelor of Social Work Program at Florida A. & M. University is to be a leader in preparing students for generalist practice. The BSW Program is committed to high standards for educational delivery and achievement; the core values of the profession (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence); diversity among students, faculty, and staff; and development, dissemination, and assessment of effective practices.

The Bachelor of Social Work Program’s mission reads:

Generalist social work practice focuses on improving the well-being of individuals, families, groups, organizations, communities and society by creating social change both within and among these social systems in a global context.

Grounded in the liberal arts, generalist social work practice utilizes research informed knowledge, professional social work values and ethics, and a core set of competencies transferable across a variety of social service practice settings. Generalist practitioners are educated to think critically as they engage, assess, intervene, evaluate practice outcomes, and engage in practice informed research. Generalist social workers respond to a variety of context and strive to protect human rights, promote social and economic justice and provide culturally competent services.

Educational Goals
In keeping with its mission, the BSW Program has set forth three educational goals:
1. Prepare students to enter entry level generalist social work practice with individuals, families, organizations, and communities.
2. Prepare students to practice social work with an understanding of the importance of respect for the inherent dignity and worth of diverse people, particularly members of vulnerable populations.
3. Prepare students for life-long professional and educational growth.

Educational Outcomes
The BSW Program’s Educational Outcomes are derived from the Council on Social Work Education’s (CSWE) competencies as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008). The BSW Program is evaluated based upon students demonstrating, at the point of graduating, the ability to:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply Critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.

5. Advance human rights and societal and economic justice.


7. Apply knowledge of human behavior and the social environment.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.

9. Respond to contexts that shape practice.

10. Engage with individuals, families, groups, organizations and communities.

11. Assess with individuals, families, groups, organizations and communities.

12. Intervene with individuals, families, groups, organizations and communities.

13. Evaluate with individuals, families, groups, organizations and communities.
CHAPTER 4
BSW CURRICULUM

Overall Degree Requirements
Once students enter the BSW program, they take courses from the liberal arts paradigm. This is called the pre-social work phase. Students are not formally enrolled into their required upper division curriculum until they enter the profession phase of the social work curriculum. Courses taken at the pre-social work phase complement the general studies courses required for any degree from Florida A&M University. Social work majors are required to complete 60 hours of general studies and social work (liberal arts) lower division prerequisite courses and 60 hours of upper-division professional foundation courses for a total of 120 hours. The 60 hours of upper division courses are taken during the junior and senior years in a four-semester sequential order. These hours include 13 required social work courses (40 credit hours), two social work electives (6 credit hours), and a field practicum (14 credit hours), for a total of 60 credit hours of social work coursework.

General Education Requirements
A four semester sequence of professional courses in social work follow 2 years of study in liberal arts prerequisite courses, including communications, humanities, mathematical, natural sciences, social science, along with electives in public speaking or computer science or any of the approved mathematics, natural sciences, social sciences, and humanities courses from the general education course list. Students are required to complete 36 credit hours of general education liberal arts prerequisite courses.

In addition to the general education prerequisite courses, social work students are required to enroll in common prerequisites for social work. The common prerequisites for social work are BSC 1005 Biology, ECO 2013 Principles of Economics, POS 2014 American National Government, PSY 2012 Introduction to Psychology, and SYG 2000 Introduction to Sociology. Students are required to complete 15 credit hours of common prerequisite courses.

Social Work Requirements
Social work courses, including 13 required Social Work courses (40 credit hours), 2 Social Work electives (6 credit hours), and a Field Practicum (12 credit hours) in social work education include units of study for the nine CSWE content areas, 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.

The BSW general education area course requirements are divided into six areas and appear below. Work with your Office of Retention and BSW Academic Advisor to ensure you meet both the campus and BSW general education requirements.

English (2 courses)
ENC 1101 - Communication Skills I and ENC 1102 - Communication Skills II
Mathematics (2 courses)
  MAC 1105 College Algebra, MGF 1106 Liberal Arts Mathematics I or higher

Natural Science (2 Courses)
  BSC 1005 Biological Science or BSC 1010 General Biology and an approved 3 hours
course on the general education natural science course list

Humanities (2 courses)
  U.S. History 1492-1865 or U.S. History 1856-Present
  AMH 2091 Introduction to African-American History or AFA 3104 The African
  American Experience

Social Sciences (2 course)

Electives (2 courses)
  SPC 2608 Public Speaking and HSC 1100 Health Modern Living or a course from any of
the approved Mathematics, Natural Sciences, Social Sciences, and Humanities general
education courses lists.

Supportive Area Requirements (4 courses)
The courses classified as meeting supportive area requirements are those linked to the general
requirements and social work courses. All BSW students must take the following courses:
  • African American History/Experience
  • Principles of Economics
  • American National Government
  • Introduction to Psychology
  • Introduction to Sociology
  • A 300 level Sociology course
  • Public Speaking
  • Introduction to Computers
  • Elective (2 courses)

Social Work Required Courses (17 courses)
It is essential to consult with your advisor for educational planning and ensure timely completion
of the BSW program.

SOW 3104 HBSE I: Life Cycle (3 cr.)
SOW 3203 Introduction to Social Work (3 cr.)
SOW 3230 History of Social Welfare (3 cr.)
SOW 3290 Ethics & Professional Development (4 cr.)
SOW 3341 Social Work Practice With Individuals (3 cr.)
SOW 3350 Interviewing & Recording (3 cr.)
SOW 3801 Human Diversity & Self Awareness (3 cr.)
SOW 4103 HBSE II: Macro Theories (3 cr.)
SOW 4232 Social Welfare Policies & Program I (3 cr.)
SOW 4322 Social Work Practice With Groups (3 cr.)
SOW 4343 Social Work Practice With Communities & Organizations (3 cr.)
SOW 4403 Research Methods (3 cr.)
SOW 4414 Measurement in Social Work Research (3 cr.)
SOW Elective (3 cr.)
SOW Elective (3 cr.)
SOW 4510 Field Experience (12 cr.)
SOW 4522 Integrative Seminar (2 cr.)

All student lower and upper division course substitutions must be approved by the BSW Program Director.

Social Work Course Sequencing of Junior and Senior Courses
Both full time and part time options for completion of the junior and senior level required social work courses are available. The course sequencing of required courses is describe below. Please note that terms may vary by campus. Also, students must complete all social work upper division courses before beginning Field Practicum.

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**Junior Year**

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<td>SOW 3341 Practice w/Ind.</td>
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<td>SOW 3104 HSBE I: Life Cycle</td>
<td>SOW 3350 Interview &amp; Record</td>
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<td>SOW 3230 Social Welfare History</td>
<td>SOW 4103 HBSE II: Theories</td>
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<td>SOW 3290 Ethics/Prof. Development</td>
<td>SOW 4403 Research Methods</td>
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<td>SOW 3801 Self Awareness</td>
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**Senior Year**

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<td>SOW 3203 Introduction to Social Work</td>
<td>SOW 3341 Practice With Individuals</td>
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<td>SOW 3104 HSBE I: Life Cycle</td>
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<td>SOW 3230 Social Welfare History</td>
<td>SOW 4403 Research Methods</td>
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<td>SOW 4232 Policy Analysis</td>
<td>SOW 3801 Self Awareness</td>
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<td>SOW 4322 Practice With Groups</td>
<td>SOW 3350 Interview &amp; Record</td>
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<td>SOW 4414 Measurements In SW Research</td>
<td>SOW 4343 Practice with Comm. &amp; Org.</td>
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<td>SOW 3290 Ethic/Prof. Development</td>
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Required Social Work Course Descriptions

In the following course listings, the abbreviation “P” refers to prerequisite courses. The number of hours of credit given to a course is indicated in parenthesis following the course title. Many, some of the BSW courses are offered in an online format.

**SOW 3104: HBSE I - Life Cycle.** (Credits: 3). Prerequisites: BSC 1005, PSY 2012, SYG 2000. 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 surveys the major theories of human development with particular attention given to the psychology of the individual in relationship to the sociological significance of the individual’s environment and addresses 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 mentally and physically challenged.

**SOW 3203: Introduction to Social Work.** (Credits: 3). Prerequisites: Liberal Arts Foundation Courses. This course introduces the student to the profession of social work and its programs and services that have been developed as a response to human need from both a historical and contemporary perspective. This course blends perspectives from other disciplines, particularly the biological and social science with its own values, knowledge and skills.

**SOW 3230: History of Social Welfare** Credits: 3. Prerequisites: POS 2041; AMH 2010 or AMH 2020; ECO 2013 or ECO 3040. The history of social welfare from Ancient Greeks to present is important in understanding contemporary social welfare policies. This course also focuses on the development of social welfare institutions and the role of the individual citizen on influencing policies that govern those institutions.

**SOW 3290: Ethics and Professional Development.** (Credits: 4). Prerequisites: Admission to the BSW Program; SOW 3104; SOW 3203; SOW 3230; SOW 3801. This course is designed to assist students in the development of professional and practical skills necessary for entry into social work related careers. It prepares students for beginning generalist practice by providing the knowledge, values, and skills associated with social work career development and planning. (SOCIAL WORK MAJORS ONLY)

**SOW 3341: Social Work Practice with Individuals.** (Credits: 3). Prerequisites: Admission to the BSW Program; SOW 3104, SOW 3203, SOW 3230, SOW 3290, SOW 3801. This is the first of a three-course sequence designed to prepare students to provide social work services in a generalist practice framework. Multiple theoretical orientations are used as a foundation in understanding multi-systemic influences that affect the lives of individuals and families (micro-level): problem-solving model, systems approach, ecological, and strengths perspective. Social
work values and ethics, relationship-building skills, and sensitivity to cultural competence are infused into the micro-skill development.

**SOW 3350: Interviewing and Recording.** (Credits: 3). Prerequisites: Admission to the BSW Program; SOW 3104, SOW 3203, SOW 3230, SOW 3290, SOW 3801. This course provides foundation knowledge and practice of interviewing and process recording for generalist social work practice. It is organized as an experimental laboratory to build good interviewing and writing skills. Essential interviewing skills are analyzed for their appropriate application with different populations. (SOCIAL WORK MAJORS ONLY)

**SOW 3801: Human Diversity and Self Awareness.** (Credits: 3). Prerequisites: Liberal Arts Foundation Courses. This 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 relationship skills, problem-solving skills, styles of communication, and value system. An emphasis will be placed on helping students examine their own biases and prejudices in areas of human diversity, such as race/ethnicity, gender, age, religion, sexual orientation, and political orientation. In addition, personality attributes and communication styles will be viewed as forms of human diversity. (SOCIAL WORK MAJORS ONLY)

**SOW 4103: HBSE II – Macro Theories of Human Behavior.** (Credits: 3). Prerequisite: HBSE I – Life Cycle. This course introduces students to theories of human behavior that support social work practice which can be applied to the diversities that characterizes U.S. society and allow for human differences within cultures. The presentation of selected theories that differentially explain the development and behavior of individuals and how the individual’s development is significantly impacted by the complex interaction with larger social systems including families, groups, institutions, organizations, and communities in society. (SOCIAL WORK MAJORS ONLY)

**SOW 4232: Social Welfare Policies and Programs.** (Credits: 3). Prerequisite: SOW 3230. The course focuses on public social welfare policy, social welfare program designs, and the instruments through which they are expressed: governmental organizations, public departments, welfare bureaus and faith-based organizations. The course prepares students for practice in social work that aims to further the achievement of individual and collective social and economic justice in society and around the world. The course analyzes the political and organizational processes used to influence social policy, the processes of policy formulation, implementation and evaluation and the frameworks for analyzing social policies in light of principles of social and economic justice, particularly for populations at-risk. (SOCIAL WORK MAJORS ONLY)

**SOW 4322: Social Work Practice with Groups.** (Credits: 3). Prerequisite: SOW 3341. This course continues the learning process of social work skills needed to understand selected group processes, structures, and functions. Students will 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. This is a practice-oriented course to develop knowledge in group dynamics, group development, and leadership. (SOCIAL WORK MAJORS ONLY)
SOW 4343: Social Work Practice w/ Communities and Organizations. (Credits: 3). Prerequisites: SOW 3341. The course introduces students to working with communities and organizations and builds on skills acquired in SOW 3341, including the application of the generalist practice model, interviewing, assessment, and intervention development and evaluation. Students conduct neighborhood or community assessments and write a mock grant application to address a problem identified in the assessment. (SOCIAL WORK MAJORS ONLY)

SOW 4403: Research Methods. (Credits: 3). This course offers instruction in the scientific method of applied and basic research, including problem formulation, research design, data management, and practice evaluation. (SOCIAL WORK MAJORS ONLY)

SOW 4414: Measurements in Social Work Research. (Credits: 3). Prerequisites: SOW 4403. This course introduces students to statistics commonly used by social workers in their practice. (SOCIAL WORK MAJORS ONLY)

SOW 4510: Field Experience. (Credits: 12). Prerequisites: All Social Work required courses. Co-requisite: 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 504 clock hours in field is required for the Bachelor Degree in Social Work (BSW). (SOCIAL WORK MAJORS ONLY)

SOW 4522: Integrative Seminar. (Credits: 2). Prerequisites: All Required Social Work Courses. Co-requisite: SOW 4510. A weekly seminar, accompanying SOW 4510, Field Experience is designed to incorporate the curriculum with agency practice through discussion and assignments that enhance student learning by combining knowledge, values, and skills gained in the classroom with those acquired in the field.

Special Interest Courses

SOW 4152: Human Sexuality. Credits: 3. 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 appreciation for its biopsychosocial significance to the wellbeing of all persons in our society. This course covers human diversity, sexual variance and the span of human sexuality and psychosexual development.

SOW 4602: Social Work Practice in Health Care. Credits: 3. 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. Needs of special populations are emphasized.
SOW 4613: Mental Health Services. Credits: 3. This course defines and describes the current models of service and underlying theories behind mental health services and examines the mental health perspectives being advanced for ethnic minority groups, children, women, and LGBT/Q populations.

SOW 4622: Social Work with African American Families. Credits: 3. Theories, practice, and research on African American families are examined around the socio-cultural forces which impact 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.

SOW 4643: Social Work with the Aged. Credits: 3. This course will expose students to the life stage of aging from a biopsychosocial perspective. The course is designed to introduce students to a broad base of gerontology and to prepare students to work with older persons in a variety of settings. Emphasis will be placed on the realities of aging in its proper perspectives.

SOW 4651: Children and the Law. Credits: 3. This course focuses on the impact which State and Federal laws have on social workers in the various child welfare settings; 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 and implementation of laws related to children.

SOW 4654: Social Work with Children. Credits: 3. This course focuses on the impact which State and Federal laws have on social workers in the various child welfare settings; 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 and implementation of laws related to children.

SOW 4657: Youth in Crises. Credits: 3. 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.

SOW 4682: AIDS: Impact on the Life Cycle. Credits: 3. 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.

SOW 4700: Social Work with Chemical Dependency. Credits: 3. 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.

**SOW 4740: Death and Dying.** Credits: 3. This course introduces students to the nature and role
of death education, death-related experiences, attitudes toward death and dying, as well as how
different cultural and religious groups view death and death rituals. In addition, the course will
examine grief and coping and various interventions utilized by health care professionals to avoid
burn-out among themselves.

**SOW 4930: Social Work Topics and Seminars.** Credits: 3. Social Work Topics and
Seminars is the title used to offer a course which is not currently listed 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,
hopefully to be available when the course is to be offered again.

**Pass-Fail Courses**
Students can take a maximum of four non-social work elective courses as Pass-Fail. However,
all grades in pursuant to a bachelor of social work degree need a letter grade. Students must seek
direction from their advisor in taking courses Pass-Fail.

**Repeated Courses/Grade Forgiveness**
A student must receive a grade of “C” or higher in all general education, social work, and
common prerequisite courses. A student may seek to improve his/her grade point average by
repeating an undergraduate course in which a grade of “D” or “F” was received. The student
petitions the Registrar’s office to have the forgiveness policy applied to his/her records. The
system has been coded to re-calculate the student’s grade point average, when applying the
forgiveness policy. The grade and grade point received in the final attempt is used in computing
the student’s cumulative grade point average if the petition is approved. All attempts for a given
course and all grades remain on the student’s transcript.

**Senior Field Courses**
Field practicum courses provide students with opportunities to apply and integrate content from
all areas of the curriculum and to develop competencies in generalist practice.

In the BSW Program, students enroll in two practicum courses in the senior year. Only students
who are admitted into the BSW Program and have completed all liberal arts courses, CLAST or
CLAST exemption, Foreign Language, the upper division Social Work courses, and the
approved Pre-Field Application Check List are allowed to take the Senior Practicum courses.
Practicum courses are designed to provide social work experiences with various system sizes
(individuals, families, groups, organizations, and communities). Practice take place in a wide
range of fields of practice (i.e. child welfare, mental health, medical, addictions, homelessness,
etc.). Field agency sites include multi-service community centers, child welfare agencies and
group homes, nursing homes, services for the physically, mentally, and emotionally challenged,
health settings, advocacy agencies for various clientele, and many other specialized services.
In the final semester of the senior year, students enroll in SOW 4510 Field Experience, a twelve (12) credit hour course, as well as SOW 4522 Integrative Seminar, a two (2) credit course. Students complete a minimum of 400 hours of supervised practice in a community agency during the Spring Semester (36 hours per week) as well as the SOW 4522 seminar course. All summer semester students must complete 400 hours of fieldwork. These hours 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 8:00 AM and 5:00 PM. On occasion, students may be asked by the field instructor to engage in field related tasks that occur after 5:00 PM or on weekends. Students should make reasonable attempts to adjust their schedules accordingly. Special considerations are given to students who intern at places of employment to ensure that field placements occur in areas other than where the student routinely works. Students who intern at their place of employment field placement cannot be in or at their regular area(s) of work. Part-time placements consist of an 18-hour workweek over two consecutive semesters. Students who are unable to complete field experience hours will receive an “I” incomplete grade for the semester. Students will be allowed to make up the incomplete field experience hours before the end of the next semester. Academic credit is not given for life experience and current or previous work experience.

The seminars are taught by faculty. Seminar assignments relate specifically to field experience journals, process recordings, and the beginning development of the student’s second program outcome measure. Faculty works closely with the students and the assigned agency field instructors to provide support and guidance throughout the practicum experience. Field placements are made within the city or counties surrounding the campus in which the students is enrolled.

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
- Special 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 semesters of college foreign language, 8-10 credit hours in the same language).
- Minimum cumulative GPA of 2.5 in social work courses and a 2.0 overall GPA.
- Completed all prerequisites for the field course.
- Purchase liability insurance.
- Satisfy university CLAST requirements.
- 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 the BSW Field Coordinator

Liability Insurance
Students are required to carry professional liability insurance while performing their field practicum. Florida A. & M. University has arranged insurance coverage for students enrolled in practica courses. It is expected that students will perform their roles in a competent and professional manner. However, situations may arise that can lead to civil or criminal action against a student including but not limited to:
• misrepresenting qualifications such as failing to inform the client status;
• providing treatment without obtaining proper consent;
• keeping inaccurate or inadequate records;
• administering inappropriate or radical treatment;
• failing to consult with or refer to a specialist;
• failing to seek proper supervision;
• failing to take action to prevent a client’s suicide;
• failing to warn third parties of potential harm.

Students are asked questions relevant to their eligibility for insurance when they accept admission to the Department as well as when they apply to participate in the field practicum. If a student has a criminal history or other previous professional/legal challenges, he or she must discuss this with the Program Director and/or field coordinator as these challenges may impact eligibility for malpractice insurance, an agency’s willingness to provide a field placement as well as his or her future licensure.
CHAPTER 5
BSW PROGRAM ADMISSIONS

BSW Admission Procedures for Freshmen

- If you are a first-generation college freshman student applying for admissions to the University and you wish to major in social work, simply indicate pre-social work as your chosen major. Upon acceptance to the University, the University Admissions Office will forward your records and application to the Office of Retention.
- Once accepted as a lower division student, the Office of Retention where you will be assigned an advisor who will assist you in selecting pre-social work lower division prerequisite courses. The Office of Retention 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.
- The Office of Retention and the Department of Social Work will conduct a colloquium for pre-social work majors each semester.
- You will be assigned an Office of Retention advisor at this time.

BSW Admission Procedures for Transfer Students

- If you are transferring to FAMU after completing coursework at another university, and you wish to major in pre-social work, simply designate Social Work as your intended major when you complete your application. Upon acceptance to the University, the Admissions Office will forward your academic records and application to the Office of Retention where an assessment of your transcript will be assessed an advisor using the BSW Course Evaluation Form (see Appendix B). All general education, common, and social work prerequisites must be satisfied and approved by the BSW Program Director, before moving to upper division social work course and declaring social work as a major.
- Once you have completed all lower division requirements, you must meet with the BSW Program Director with a completed BSW application, course evaluation form, and advising notes from an advisor at the Office of retention certifying that you are ready to enroll into the Department.
- After the BSW Program Director reviews your application and transcript, the Director will submit your BSW Application, course evaluation form, and transcript for review by the BSW Admissions Committee.
- If you gain admission into the program, then you will receive an acceptance letter that will list your social work faculty advisor. At that point, you should contact their prospective advisor via telephone or email to set up a time to complete an assessment of courses via the Bachelor in Social Work (BSW) Course Evaluation Form (see Appendix B) and plan a course schedule. This will allow your advisor to properly advise you in the courses you need to take.
- You must maintain their original social work faculty advisor. You must receive permission from the BSW Program Director to change an advisor. If you and your
advisor in consultation with the Director cannot resolve an issue that will necessitate a change in advisor, then the issue will be referred to the chain-of-command.

- There are four different situations in which students may transfer in to FAMU:
  1. **Students with an Associate of Arts degree from a Florida university or college** will not be required to complete additional liberal arts requirements. 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 upper-division social work program. If accepted, you will start immediately on upper level Social Work course requirements. For instructions on completing the BSW Application, see below.
  2. **Students with an Associate of Arts degree from an out-of-state university or college or private university.** You must meet an Office of Retention advisor to complete a *BSW Course of Study Evaluation Form* (see Appendix B) to determine what, if any, liberal arts requirements must be completed before starting the upper level course requirements.
  3. **Students with some college courses, but have not completed an Associate of Arts degree.** You must meet with an Office of Retention advisor to complete an Evaluation Form to determine what, if any, liberal arts requirements must be completed before starting the upper level course requirements.
  4. **Student have completed some upper level Social Work courses from an accredited BSW program.** You must meet with an Office of Retention advisor to complete a *BSW Course of Study Evaluation Form* (see Appendix B) to determine which FAMU Social Work courses they will be given credit based on their transcript. In some cases, you may be asked to provide syllabi for your completed social work courses. If you do not have an Associate of Arts degree from a Florida state university or college, you may also have to complete additional liberal arts requirements. It should also be noted that students with fewer than 60 semester hours at FAMU are not considered for honors at graduation (Cum laude, Summa cum laude, or Magna cum laude).

**BSW Admission Procedures for FAMU Students Changing Majors**

- If you are currently attending FAMU and wish to change your major to Social Work, you may ask your current advisor to complete a *Change of Major* form. After the respective Dean completes its portion of the form, return the form to the BSW Program Director in the Department of Social Work and you will be guided on completing the rest of the form.
- If you are a lower division students who is changing your major to Social Work, you must meet with an advisor in the Office of Retention to determine whether all social work lower division prerequisites have been met.
- If you have been accepted into the department as a lower division student, you will receive a letter of acceptance from the Social Work Department notifying them who will be their academic advisor.
At this point, you should call or email your advisor to set up a time to complete an Evaluation Form. This will allow your advisor to properly advise you in the courses you need to take.

Academic credit is not given for life experience and current or previous work experience.

**Admission to Upper Division Social Work Program (All Students)**

- Once you have completed your liberal arts requirements, you are ready to apply for admission to the upper division Bachelor of Social Work program. You may begin this process once you are enrolled in your final liberal arts courses. You may also apply for admission if you hold an Associate of Arts degree from a Florida state college or university.
- The criteria for admission to the BSW program are listed below.

**Admission Criteria**

You must apply for admission to the undergraduate program in social work. The BSW program requires that:

- You have been admitted to the University.
- You must complete an “Application for Admission” to the BSW program.
- You must complete at least 60 hours of lower division coursework.
- You 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
  - You must be “exempt” from taking the CLAST (exemption by application to CLAST office).
- You must have a 2.0 grade point average (including transfer students).
- You must provide an “Admission Statement” as outlined in the “Application for Admission”.
- You must submit a copy of their transcript along with the “Application for Admission”.
- In order to complete the BSW Application for Admission, you may go to the [www.famu.edu](http://www.famu.edu) website. Select ‘Academics,’ then ‘Schools and Colleges.’ Choose ‘Arts & Sciences,’ then select ‘Departments,’ and choose ‘Social Work.’ Look for the BSW Program, and select ‘Admissions Materials.’ Download the BSW Application, and complete it online. Students must then print out the application in order to sign and date it. Answer the six essay questions in a word file and attach it to the application. You must also attach an unofficial copy of your transcript(s).
- Once all of these materials have been received, and you have been accepted into FAMU (if you are a transfer student), the application will be sent to the BSW Admissions Committee for review. Once all faculty have reviewed your application, a determination will be made as to your acceptance into the program.
- At the beginning of each Semester there will be a new social work student orientation meeting. At that meeting new orientation meeting you will be
given a Department of Social Work BSW Student Handbook, along with an affidavit requiring a signature that you have received the student handbook.

- If you are not accepted into the program, you will receive a letter explaining why you were not accepted.
- You should meet with their advisors a minimum of once per semester to register for the following semester. Please sign one copy of your acceptance letter and return to your advisor or the BSW Program Director.
- At this point, you may have to complete a *Change of Major Form* changing your major to Social Work (code 27102).
CHAPTER 6
BSW PROGRAM ADVISING

Student Advisement
A very essential component of the Department of Social Work is the student advisement system. The advisee/advisor relationship includes both mentoring and modeling behaviors, which assist you in becoming social work professionals. The relationship should continue throughout the years of your 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 your commitment to social work values, and for discussion of career opportunities and graduate school options. Frequent contacts permit advisors to anticipate problems you may have with the Social Work curriculum and thus reduce the severity or even occurrence of such problems.

The Role of the Advisor
The functions of the advisor are:
1. To help you identify emerging strengths and clarify personal career goals in the context of realistic professional opportunities.
2. To help you select required and elective courses congruent with program requirements, course sequencing, and their interest and ability.
3. To assist you in assessing your academic progress and standing:
   a. through the assessment of the number of credits earned each semester in relation to your academic plans of study and dates of anticipated graduation.
   b. through the assessment of grades, including those for individual courses as well as cumulative social work GPA, and overall GPA consistent with the BSW program grade policies.
4. To help you identify conduct and/or academic deficiencies which pose potential threats to future satisfactory academic performance and to help you remedy the difficulties.
5. To help you identify and utilize campus and/or community services when necessary for financial need, personal counseling, skill deficiencies and/or other difficulties threatening satisfactory academic performance.
6. To participate in the Student Performance Review process with students who are identified as deficient in their academic performance or conduct, as stated in the policy.
7. To help you if you fail to meet the academic requirements for continuation in the BSW program by facilitating the transition out of the program or through the provision of information and advice during appeal processes.

Upon admission to the Program in Social Work, an evaluation of previous work is made by the Program Director. You will then be assigned a faculty advisor. The faculty advisor develops, with you, an Academic Plan suggesting the order of remaining course requirements. Your
academic records are confidential and must be discussed, **only**, with your academic advisor, Program Director, or Department Chair.

In general, advisors are assigned as follows:

- Once you complete the lower division course requirements, the student will meet with the BSW Program Director for admissions into the program.
- Once you are accepted into the BSW program, you will be assigned to a BSW faculty member for advising. Once your advisor is assigned, a **BSW ADVISEE Responsibility Agreement** should be completed and placed in the student’s file.

You will find that their advising 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 you or faculty feels that you should be assigned a new faculty advisor, a request must be made in writing to the BSW Program Director. The memorandum will include the reason why a new assignment is needed. If a new advisor is assigned, the new advisor, the old advisor, and you (the student) will be notified through a memo. **See Appendix C for a copy of the BSW Advisee Responsibility Agreement.**

Academic advising allows you to develop meaningful social work educational plans that are compatible with your professional goals and interest. Using the intentional approach to academic advising based on advising theories and knowledge of counseling, academic advisors will:

1. Assist you in developing educational plans that are consistent with their professional goals.
2. Provide you with accurate information about academic progression and degree requirements
3. Assists you in understanding academic policies and procedures
4. Help you access campus resources that will enhance their ability to be academically successful.
5. Assists you in overcoming educational and personal problems.
6. Identify systemic and personal conditions that may impede your academic achievement and developing appropriate intervention.
7. Review and use available data about your academic and educational needs, performance, aspirations, and problems.
8. Increase your retention by providing a personal contact that students often need and request, thereby connecting them to the Florida A. & M. University.

The process of student advising is assumed to be an ongoing, collaborative effort. Student are encourage to anticipate or avoid serious difficulties by utilizing the advisor. Many advisors use e-mail to enhance the promptness of communication with students. Students are required to use and maintain an active iRattler email account. **Students are ultimately responsible for the accuracy of their academic enrollment.**

**Checklist for BSW Students**

**After being accepted into the BSW program:**
- Attend incoming student orientation.
- Review and discuss the degree requirements and educational plan with your assigned academic advisor or the Program Director.
- Adjust your class schedule accordingly.
- Know and check your university email account REGULARLY.
- Read BSW Student Handbook thoroughly.
- Become familiar with ways information is distributed.
- Become familiar with APA manual and guidelines for all papers to be submitted in BSW course

**Each semester:**
- Meet with your assigned academic advisor.
- Share with your advisor your educational progress, struggles, and needs.
- Register for classes as indicated by your advisor (be aware of sequencing of courses).
- If changes are needed in the Educational Plan, contact your advisor or Program Director.
- Use available educational resources to enhance your scholastic performance.
- Attend program meetings held by program administrators
- Support and participate in the BSW Student Associations.

**During the semester BEFORE your field placement:**
- Attend field informational session(s).
- Prepare your resume.
- Advisors will review your resume.
- Utilize the University career center for extensive review of resume
- Meet with BSW Field Coordinator
- Complete appointment with field practicum agency in a timely fashion (if applicable)
- Complete field modules if required on the student’s campus.

**Semester prior to graduation:**

30
Complete Intent To Graduate Form.
Meet with your assigned advisor to check if all requirements will be completed by May or August deadlines.

Semester prior to graduation:
Order your cap and gown.
Read thoroughly all graduation information
Meet with advisor to confirm again that all requirements have been met.
Attend graduation ceremonies!

Students are solely responsible for the timely enrollment and completion of BSW courses as indicated by the program.
Chapter 7
BSW Academic and Performance Standards

Educational Requirements
For continuance and graduation from the program, students are required:

1. To earn at least a “C” in each Social Work course;
2. To earn at “Satisfactory” grade in SOW 3341 Social Work Practice with Individuals
3. To maintain a minimum of 2.5 cumulative GPA in required Social Work courses and a minimum 2.5 overall GPA
4. To carry out professional activity in conformity with the National Association of Social Workers values and ethics of the profession, and to comply with any agreement which might have been entered into during the admissions process?

Grade Appeal Policy

Grade Change Dispute Resolution
If a student believes that a semester grade was improper and capricious, he/she must use the following steps to seek resolution of the matter:

A. The student must meet with the instructor of the course in an attempt to resolve the matter.
B. If the matter is not resolved to the satisfaction of the student, he/she should discuss the issue with the respective program director. The director may request written documentation. The director will then consult with the instructor to attempt a resolution. If the program director, the instructor and the student are unable to find a resolution, then the student will be referred to the Department chair. If the issue is not resolved at the department level, then the Department chair will refer the student to the Dean’s Office.
C. If such a consultation does not result in a mutually agreeable solution, the student may submit a formal appeal to the Office of the Dean. The Dean typically handles all student issues on behalf of the Office of the Dean. However, if the Dean has already been involved in the grade issue because the instructor is a Program Director, the appeal will be handled by the Provost.
D. If the appeal is denied through the Office of the Dean, the student may consult the University grade appeal policies and procedures for further action.

Student Performance Review Process
All students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the BSW Program are expected to maintain the standards established by the Department of Social Work and those held by the social work profession. In order to detect possible academic problems, the BSW program reviews students’ performance periodically. Students must take courses in a sequential manner and maintain a 2.5 grade point average in Social Work courses.
Criteria for Review

Any of the following are grounds for Review by the Performance Review Committee:

1. Conduct that is not congruent with the values and ethics of the Social Work profession (e.g., NASW, NABSW, CSWE) and the academic code of conduct for students at Florida A. & M. University. This includes behavior in the student’s field work, social media interactions/postings, and the classroom that does not conform to the profession’s values and ethics.

2. Behavior that interferes with the student’s functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.

3. Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit comfortable interaction with other people.

4. Failure to adhere to practicum agency policies and professional standards.

5. Failure to use sound judgment, both in work with clients and in regard to oneself, such as failure to seek professional help for physical or emotional problems which interfere with professional functioning.

6. Having more than one incomplete at a time in course work or having received more than two grades of Incomplete in any courses after admission to the program.

7. Academic dishonesty, including cheating on examinations or plagiarism, which involves presenting the work of someone else as one’s own.


9. A request by a faculty member for a review due to student’s poor course work performance.

10. Failure to self-disclose any form of criminal history, or a serious driving infraction, in writing during the formal admission process or prior to the field placement process.

Procedures for Students Performance Review

The Department has established mechanism to respond to requests for student’s performance reviews. When it is determined a performance review is needed a committee shall be formed at the University composed at a minimum of the Program Director and one faculty member. The Program Director will be responsible for convening the meeting for the review process. The performance review committee is conceptualized as a mechanism to detect, as early as possible, any developing problems with the students’ academic and/or professional performance. The functions of this committee will be:

1. To review those students who fall under “Criteria for Review by Performance Review Committee.”

2. To receive faculty requests for student performance review.

3. To receive student requests for a student performance review.

When a student’s performance is evaluated as deficient, the committee determines what, if any, course of action could bring the student’s performance into compliance with Department and professional standards. In situations where such action is feasible and desirable, a contract will
be created. The contract will set forth problems to be solved, actions to be taken to solve said problems, and a time period for completion of designated actions and re-evaluation of student performance. Consequences for non-performance also will be included in the contract. The committee will work together with the student, her/his advisor, and other relevant parties. If the student fails to fulfill the contract, or, if while working on the contract some serious impropriety or failing academic performance occurs, the committee may decide that the student cannot continue in the BSW program. Discontinuance can occur during any semester of enrollment in the BSW Program, including the last semester of enrollment.

Automatic Dismissal

A. Criteria for Automatic Dismissal

1. Failure to maintain a 2.0 cumulative GPA in required Social Work courses or a 2.0 overall GPA.
2. Failure to exhibit behavior that is in conformity with the values and ethics of the profession and the University code of conduct.
3. Failure to carry out professional activity in conformity with the values and ethics of the profession, or failure to sign and or comply with any contract entered into under Section II.B.

B. Notification Procedure

The following procedures are used in the event a student falls under any of the criteria for Automatic Dismissal:

1. If a student is dismissed for any of the above, the instructor for the course or the program administrator will notify the advisor. Also, the student should notify her/his advisor immediately.
2. Within five working days of receiving the above notification, the Program Director will send by certified mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedure. Copies of the letter should be forwarded to the student’s advisor and student life.
3. The advisor will meet with the student, should she/he wish to discuss options and the reinstatement procedures.

Reinstatement Procedures

1. A student wishing to continue in the program may petition the respective BSW program director for continuance. The petition must be presented in writing and will address two major points. First, there will be an identification of extenuating factors, if any, which contributed to the poor performance in the course. Second, there will be a discussion of the steps which would be taken (to alleviate the impact of those factors and) to improve academic performance if permitted to continue in the program. Written appeals must be submitted no later than twelve months after notification of dismissal.

2. The Program Director will review the student’s petition and case, and consult with faculty such as the student’s advisor, and make a recommendation to the Department Chair regarding the decision about the student’s academic status.
3. The Program Director will inform the student and advisor of the decision verbally and in writing. The director will also inform the student of her/his right to petition for reconsideration by the Appeals Committee.

**Petition for Readmission**

If a student has not been reinstated by the Program Director, the student must present a substantive written statement for an appeal to the Dean’s Office of the School of Social Work in order to request a review. Within 15 days of receiving a Program Director’s decision to deny a petition for reinstatement, the student may send an appeal to the Dean’s Office for further consideration. The appeal is reviewed by the Dean or Associate Dean (his designee).

In conducting a review of the case, the Dean or Associate Dean (or their designee) may decide to convene an Appeal Committee if more information is needed. This step is entirely at the discretion of the Dean or Associate Dean. The Appeal Committee will consist of at least three full-time faculty members under the discretion of the Dean.

If an Appeal committee is convened, the Chair of the Committee will inform all parties involved. The student will receive at least two weeks’ notice by certified mail of its meeting date. The student will have the right to:

1. Present information on her/his behalf;

2. Have up to two additional witnesses present. The student witnesses inform the Chair of the Committee in advance regarding the names of the witnesses and the nature of the information they bring. The Chair reserves the right to structure the hearing and the length of time each party can speak. Generally, only those witnesses with information relevant to the issue that led to the dismissal are invited to speak. The student and students’ witnesses may be present only for the information-giving portion of the meeting and must leave prior to deliberation by the Committee.

The student’s advisor will meet with the student prior to the hearing and, in the hearing, present comprehensive information concerning the student’s overall academic/professional performance. To prepare this background statement, the advisor shall secure performance information form classroom and field faculty who have taught the student. The advisor may ask questions at any time during the hearing, including during the committee’s deliberation. The advisor may also recommend action to resolve the performance problem. However, the advisor shall not have a vote during the proceedings.

The recommended actions of the Appeal Committee shall be forwarded in writing to the Dean’s Office. Copies will be sent to the student, student’s advisor, and placed in the student’s life. The action by the Dean’s Office is final.
Confidentiality
All procedures related to the performance review must be carried out in a manner which assures protection of the student’s right to privacy regarding information about her/his academic records, performance, and conduct. All written documents prepared for dismissal or review will be placed in the student’s permanent file. The student has the right to review all written information which is presented to either the Performance Review or Appeals Committee.

Members of the committee and other persons who appear at the hearing are expected to maintain confidentiality with regard to all aspects of the hearing. Actions of the committee are to remain confidential and are to be shared only with those persons involved with the student in an educational capacity.

Academic and Scholarly Guidelines
- Class and field practicum attendance is required in the BSW program.
- Students are to be present before classes start and remain for the entire class period.
- Failure to attend and participate fully will violate program expectations and the student may be subject to penalty as specified in course syllabi and field practicum documents. Regular class and practicum attendance is viewed as the personal and professional responsibility of each BSW student.
- Active participation in course peer reviews, field meetings, and other educational functions is expected.
- Students are expected to reflect interest in and respect for their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.
- Students should foster a climate of civility at all times.

Florida A. & M. University
All BSW students are required to review and follow the Code of Conduct. Please visit:

http://www.famu.edu/index.cfm?judicialAffairs&StudentCodeofConduct

Scholarly Writing Guidelines
In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-space format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out by the American Psychological Association (APA) in the most current edition of the Publication Manual of the American Psychological Association. The APA Manual serves as the guide for style and format of all papers submitted in the BSW program. Visit the following web sites to become familiar with APA style: www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/01/

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping diverse client systems. For this reason, formal writing assignments in social work courses are
evaluated on quality of the scholarly content as well as the quality of its presentation. (Please see Appendix I for the Grading Criteria for BSW Papers, and Selected Social Work and Related Journals. Professional writing is also expected when using email. Students experiencing writing difficulties are advised to seek assistance from available resources at the campus level.

**Florida A. & M. University Policy on Plagiarism**
The Department of Social Work follows the Florida A. & M. University policy on plagiarism, which states: “In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what the source is. Plagiarism shall further include letting another person compose or rewrite a written assignment” (p. 69 Fang Student Handbook).

“A student who assists in any of the academic honesty violations shall be considered equally responsible as the student who accepts such assistance (p. 70 Fang Student Handbook).

Plagiarism: Faculty have discretion to give students who plagiarize a “F” on the assignment, a “F” in the course. Faculty can pursue school/university suspension, dismissal or expulsion against students who plagiarize.

Department of Social Work Addendum to the Florida A. & M. University Policy on Plagiarism.

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s work. Any ideas or materials taken from another source of either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

A. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledging the author.

B. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. Directly quoting another person’s actual words, whether oral or written;
   2. Using another person’s ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written.
   4. Borrowing facts, statistics, or illustrative material, or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
6. The intentional or unintentional use of information from another person without full acknowledgement. Such use, even when unintended, causes the work to appear to be the student’s own work and thus the student, not the original author, benefits from the omission of proper acknowledgement.

7. Copying or using information from web sites without appropriately documenting the internet source.

8. Buying or using a document written by another person.

9. Submitting any part of the student’s own work, which has been previously submitted, unless one’s own prior work is fully acknowledged and appropriately cited?

Academic Honors

Dean’s List
The BSW program has a Dean’s list to recognize student excellence. The policy, as approved by the Faculty in 1997, reads as follows:

1. BSW students with a semester GPA 3.75 or better will be added to the Dean’s List.

2. The Program Director will forward the names of the eligible students to the Dean’s Office. The information should be forwarded within two weeks following the posting of semester grades.

3. The Dean’s Office will notify students of their achievement by mail.

4. A Program director may post the dean’s list in a public place within the School. Only students taking a full course load (12 credit hours or more) in either the fall or Spring semesters will be eligible.

5. The Dean’s List will be compiled twice a year.

Graduating with Honors
Each year, graduating students who rank in the upper 10 percent of their graduating class are recognized by graduating with Honors. These students are awarded specially colored “cords” which they wear attached to the shoulder of their graduation gowns during the commencement ceremony.
Chapter 8
BSW Policies and Procedures

These are additional policies under which the BSW Program operates.

Student Academic Files
An academic file is created and maintained for each social work student to facilitate the advising process. The academic file becomes part of the students’ academic record. All student files are confidential. Students can request to review their student files from the BSW program director or her/his designee on each campus. The perusal of the file will take place in the presence of the program director or her/his designee. In the case where a student transfers from one campus to another, their academic file follows them. For specific information on federal guidelines regarding student record confidentiality (FERPA), see Appendix D.

Incomplete Policy
A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar’s Office on her/his respective campus regarding the policies and deadlines for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign the form Record of Incomplete and Completion of Course Requirements to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the Department of Social Work policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisite for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Grievance Procedures
If a student believes that she or he has been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, then the student may submit, in writing, a formal grievance petition to the Dean of Social Sciences, Arts, and Humanities. Grievance petitions are reserved for those issues or incidences that warrant formal and thorough investigation. Such petitions should be submitted in a professional manner, consistent with social work values and ethics.
1. **Appeal to Grievance Committee.** All appeals of Departmental decisions within the College of Social Sciences, Arts, and Humanities (CSSAH) regarding student complaints specified in Paragraph 2 will be heard by the Grievance Committee. No appeal may be filed for consideration by the Grievance Committee that has not complied with the CSSAH requirements for attempts at dispute resolution between the student and the faculty member and for appeals to the department chair.

2. **What decision or actions may be appealed.** A student may appeal a departmental decision to the Grievance Committee in the following cases:

   A. **Grades.** Where a final course grade is alleged to have been given by a faculty member to the student in capricious, arbitrary, or discriminatory manner. As used in this paragraph.

      I. “capricious” means not resulting from a reasonable and announced grading policy and procedure.

      II. “arbitrary” means without sound academic basis or else based primarily upon personal preference or whim.

      III. “discriminatory” means differential treatment based upon race, religion, color, age, gender, sexual orientation, disability, or national origin.

   B. **Unacceptable academic learning condition.** Where a faculty member, staff member, or administrator has created or perpetuated an unauthorized academic learning condition or environment that has caused a significant and ascertainable negative impact upon the student.

3. **Manner of filing appeal.** All appeals made to the Grievance Committee on or after October 1, 2004, will commence with the filing of a properly completed appeal form, as approved by the Dean of CSSAH. Appeal forms may be obtained in the office of the department from which the appeal is taken or in the office of the Dean (214 Tucker Hall).

4. **Where appeal filed.** An appeal must be filed in the Office of the Dean CSSAH, room 214 Tucker Hall.

5. **Timing of appeal.** An appeal must be filed within thirty (30) calendar days of the rendering of the departmental decision being appealed, unless the Grievance Committee grants additional time for appeal based upon just cause and in the interest of a just resolution of the appeal.

6. **Initial processing of appeal.** After receipt of a properly executed appeal form, the Associate Dean of the CSSAH will refer the appeal in a timely manner to the Grievance Committee by transmittal to the committee chair. The Associate Dean will retain all documentation within his or her custody pertaining to the appeal, such documentation to be referred upon its receipt to the committee by transmittal to the committee chair. The
committee chair, in turn, will furnish each member of the committee with the appeal form, supporting documentation, and other materials relevant to the appeal.

7. **Scheduling of hearing.** The chairman of the Grievance committee, upon receipt of an appeal and necessary documentation, expeditiously will schedule a hearing in them matter before the committee. Unless otherwise directed by the committee or its chair, all hearings will be held in Room 1010 Tucker Hall from 3:30 p.m. to 5:00 p.m. on the second and fourth Tuesdays in each month. The committee chair will notify all parties to the appeal-including the student making the appeal, the faculty member, staff member or administrator whose action gave rise to the appeal, and the appropriate department chair of the date, time, and location of the hearing. The notice will be made in writing not less than seven (7) calendar days in advance of the hearing, unless each of the concerned parties to an appeal waives the notice requirement.

8. **Hearings.** Unless otherwise allowed by the committee in the interest of a just resolution of an appeal,, each party to an appeal will be allowed not more than ten (10) minutes to present his or her respective position. Only the student making the appeal, and the appropriate department chair will be allowed to speak during a hearing. Pertinent information from witnesses having direct knowledge of the circumstances give in rise to the appeal may be submitted to the committee in written form, although the committee upon its own motion ma call witnesses for oral testimony at a hearing.

9. **Hearing record.** As directed by the committee chair

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in Florida A. & M. Student Code.

The code is also available at [http://www.famu.edu/index.cfm?judicialAffairs&StudentCodeofConduct](http://www.famu.edu/index.cfm?judicialAffairs&StudentCodeofConduct)

**Student Technology Use**
Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the internet.

**Cell Phone Policy**
The use of cell phones during class time is sanctioned at the discretion of the instructor. When allowed to be used in class, phones should be set on silent before class begins. In the case of an emergency, students are expected to step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class. It is also expected that students will not text and or engage in social media interactions, on
their cell phones during class lectures. There are times cell phones are used for in-class activities and thus yield to the description of your instructor.

**Electronic Communication**

Students are expected to follow appropriate email etiquette when communicating with faculty, staff, and peers. Correct grammar and spelling are expected at all times. Inappropriate use of email will be grounds for student review. To promote confidentiality and for compliance with FERPA regulations, the BSW program requires that students utilize their official iRattler email accounts when corresponding with the program. Faculty may not respond to student emails that are NOT from university accounts.

**Social Media Policy**

Students are expected to adhere to the standards and guidelines of the social work profession when interacting with classmates, field instructors and colleagues using social media or social networking sites such as, but not limited to, LinkedIn, Twitter, Facebook, YouTube, MySpace, Flickr and Live Journal. Establishing information relationships with faculty and clients through social media and networking sites can make it difficult to maintain professional boundaries and are thus not appropriate.

Students should be aware that all social networking posting can potentially be made available to the public at large including their prospective clients, employees and colleagues. Privacy settings are never absolute, and confidential or personal information about peers, clients, and faculty should not be posted online. It is expected that students follow confidentiality standards in both face to face online environments.

Before communicating online, students are cautioned to think through, carefully, their postings which reflect on themselves, their field agency, the Department of Social Work at Florida A. & M. University and the social work profession itself. All postings should be professional and respectful in tone including those “private” posts between site members. Please know that what is found in your online portfolios can sometimes be grounds for not being hired at a placement site. Violations of the NASW Code of Ethics as evidenced online can result in disciplinary action including possible dismissal.

**Nondiscrimination Policy for People with Disabilities**

In compliance with the American with Disabilities Act, Florida A. & M. University will not exclude or deny benefits to any otherwise qualified person with a disability. This nondiscrimination includes procedures for applying for jobs, hiring or firing of employees, compensation, job advancement and training. Students with disabilities are able to access services on each campus to enable them to fully access educational opportunities.

Students with disabilities requiring substitution or modification to course requirements must provide appropriate documentation to indicate the student’s failure to meet academic requirements that are related to the student’s disability. Appropriate documentation consists of a diagnostic assessment from the Center for Disability Access and Resources (CEDAR) at FAMU. The university must determine that such a failure to meet academic requirements constitute a fundamental alteration in the nature of the academic program.
Students who have questions about compliance requirements should contact the following:

Center for Disability Access And Resources (CEDAR)
667 Ardelia Court,
Tallahassee, Florida 32307

Phone: (850) 599-3180
Fax: (850) 561-2513
Chapter 9
Student Assessment and Feedback

The Department of Social Work recognizes student and adult learners and have much to offer to the continued development and growth of the BSW program. It is critical to the BSW Program to have student input in these areas: program assessment, faculty evaluation, School committees/task forces, and student field placements.

Program Assessment
The BSW program conducts yearly assessments of the BSW educational objectives approved by the faculty. As our accrediting body, the Council on Social Work Education has recently moved to a competency-based education model (CSWE, 2008), we assess student competency on CSWE-identified practice behaviors. The assessment includes ratings from students and field instructors through field evaluation.

Faculty Evaluation
All students enrolled in the BSW program have an opportunity each semester to evaluate their courses. At the end of each course, students are given standardized course/faculty evaluation forms to complete. These evaluations are confidential with the results being computer generated. These evaluations are read by the respective program director and then returned to the faculty to utilize in strengthening content, teaching, and learning methods. Also, the program uses these evaluations to partially assess program and student learning outcomes.

School Committees/Task Forces
Student may have the opportunity to participate in school committee/task forces through their elected representatives.

Search and Screen Process
Students have the opportunity to meet both informally and formally with candidates being considered for faculty positions on their campuses.

Student Field Practicum
Students are asked to evaluate the agencies in which they have completed their practicum experiences.
Chapter 10
Student Opportunities

Students are encouraged to be involved both BSW sponsored university organizations and external professional social work organizations. Some of the organizations are:

Student Social Work Organizations / Clubs
The Department of Social Work recognizes the student organization as an integral component of professional education. Although the organization is autonomous, the Program Director serves as advisor in order to encourage group identification and to help guide student participation in the BSW program. Student association officers help with the formulation and modification of policies affecting student affairs, writing student grants, and implementing student-related projects/functions.

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. Contact Dr. Laura Myers, Faculty Advisor, for more information on the Phi Alpha Honor Society.

National Association of Social Workers (NASW)
The National Association of Social Workers (NASW) has over 150,000 members worldwide. As a member, students receive all of the benefits and privileges of a regular member at a reduced cost. Members receive the Social Work Journal, the monthly newsletter, the State newsletter, group rate health and disability insurance coverage, discounts on all NASW specialty journals, and other valuable information.

Students are encouraged to become members of this Association immediately following their admission into the program. The National Association of Social Workers Florida Chapter is located at 1931 Dellwood Drive, Tallahassee, Florida 32303, (850) 352-6269. The email address is naswfl@naswfl.org. Also visit their website at www.naswfl.org.

National Association of Black Social Workers (NABSW)
As mentioned earlier, the National Association of Black Social Workers (NABSW) was established in May of 1968 in San Francisco, California, to promote the welfare, survival, and liberation of the Black community. Membership is open to any African-American employed in a social work capacity, or others not employed but working in a voluntary capacity in a social
work setting or program and who accept and adhere to the Constitution and By-Laws of the Association.

The purpose of the organization is:

- to provide a structure and forum through which Black social workers, any workers in related fields of social service, and interested citizens may exchange ideas, offer their services, and develop or refine skills in the interest of the Black and community-at-large.

- To work in cooperation with, or to support, develop, or sponsor community welfare projects and programs, which will serve the interest of the Black community and the community-at-large.

- To strengthen human services in all service systems in all aspects pertaining to the Black community, and to ensure that services are available to Black individuals, families, groups, and the community.

For information regarding the National Association of Black Social Workers contact: National Association of Black Social Workers, 2305 Martin Luther King Avenue S.E., Washington, D.C. 20020, (202) 678-4570.
APPENDICES

APPENDIX A

Educational Policy and Accreditation Standard

A new Educational Policy and Accreditation Standards has been approved by the CSWE Board of Directors in April 2008.

Preamble
Social work practice promotes human well-being by strengthening opportunities, resources, and capacities of people in their environments and by creating policies and services to correct conditions that limit human rights and the quality of life. The social work profession works to eliminate poverty, discrimination, and oppression. Guided by a person-in-environment perspective and respect for human diversity, the profession works to effect social and economic justice worldwide.

Social work education combines scientific inquiry with the teaching of professional skills to provide effective and ethical social work services. Social work educators reflect their identification with the profession through their teaching, scholarship, and service. Social work education, from baccalaureate to doctoral levels, employs educational, practice, scholarly, inter-professional, and service delivery models to orient and shape the profession’s future in the context of expanding knowledge, changing technologies, and complex human and social concerns.

The Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) promotes academic excellence in baccalaureate and master’s social work education. The EPAS specifies the curriculum content and educational context to prepare students for professional social work practice. The EPAS sets forth basic requirements for these purposes. Beyond these basic requirements of EPAS, individual programs focus on areas relevant to their institutional and program mission, goals, and objectives.

The EPAS permits programs to use time-tested and new models of program design, implementation, and evaluation. It does so by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to respond to changing human, professional, and institutional needs.

The EPAS focuses on assessing the results of a program’s development and its continuous improvement. While accreditation is ultimately evaluative, in social work education it is based on a consultative and collaborative process that determines whether a program meets the requirements of the EPAS.
Functions of Educational Policy and Accreditation

1. Educational Policy
The educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, master’s, and doctoral levels. Baccalaureate and master’s programs are accredited by CSWE. This document supersedes all prior statements of curriculum policy for baccalaureate and master’s program levels.

2. Accreditation
Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master’s level Accreditation Standards pertain to the following program elements:

- Mission, goals, and objectives
- Curriculum
- Governance, structure, and resources
- Faculty
- Student professional development
- Nondiscrimination and human diversity
- Program renewal
- Program assessment and continuous improvement

3. Relationship of Educational Policy to Accreditation
CSWE uses the EPAS for the accreditation of social work programs. The Educational Policy and the Accreditation Standards are conceptually integrated. Programs uses Educational Policy, Section 1 as one important basis for developing program mission, goals, and objectives. Program uses Educational Policy, Section 3 to develop program objectives and Educational Policy. Sections 4 and 5 to develop content for demonstrating attainment of the objectives. The accreditation process reviews the program’s self-study documents, site team report, and program response to determine compliance with the Educational Policy and Accreditation Standards. Accredited programs meet all standards.

Educational Policy
1. Purposes

1.0 Purposes of the Social Work Profession
The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social workers are leaders in a variety of organizational settings and service delivery systems within a global context.

The profession of social work is based on the values of service, social and economic justice,
dignity and worth of the person, importance of human relationships, and integrity and competence in practice. With these values as defining principles, the purposes of social work are:

- To enhance human well-being and alleviate poverty, oppression, and other forms of social injustice.
- To enhance the social functioning and interactions of individuals, families, groups, organizations, and communities by involving them in accomplishing goals, developing resources, and preventing and alleviating distress.
- To formulate and implement social policies, services, and programs that meet basic human needs and support the development of human capacities.
- To pursue policies, services, and resources through advocacy and social or political actions that promote social and economic justice.
- To develop and use research, knowledge, and skills that advance social work practice.
- To develop and apply practice in the context of diverse cultures.

1.1 Purposes of Social Work Education
The purposes of social work education are to prepare competent and effective professionals, to develop social work knowledge, and to provide leadership in the development of service delivery systems. Social work education is grounded in the profession’s history, purposes, and philosophy and is based on a body of knowledge, values, and skills. Social work education enables students to integrate the knowledge, values, and skills of the social work profession for competent practice.

1.2 Achievement of Purposes
Among its programs, which vary in design, structure, and objectives, social work education achieves these purposes through such means as:

- Providing curricula and teaching practices at the forefront of the new and changing knowledge base of social work and related disciplines.
- Providing curricula that build on a liberal arts perspective to promote breadth of knowledge, critical thinking, and communication skills.
- Developing knowledge.
- Developing and applying instructional and practice-relevant technology.
- Maintaining reciprocal relationships with social work practitioners, groups, organizations, and communities.
- Promoting continual professional development of students, faculty, and practitioners.
- Promoting inter-professional and interdisciplinary collaboration.
- Preparing social workers to engage in prevention activities that promote well-being.
- Preparing social workers to practice with individuals, families, groups, organizations, and communities.
- Preparing social workers to evaluate the processes and effectiveness of practice.
- Preparing social workers to practice without discrimination, with respect, and with knowledge and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
• Preparing social workers to alleviate poverty, oppression, and other forms of social injustice.
• Preparing social workers to recognize the global context of social work practice.
• Preparing social workers to formulate and influence social policies and social work services in diverse political contexts.

2. Structure of Social Work Education

2.0 Structure
Baccalaureate and graduate social work education programs operate under the auspices of accredited colleges and universities. These educational institutions vary by auspices, emphasis, and size. With diverse strengths, missions, and resources, social work education programs share a common commitment to educate competent, ethical social workers.

The baccalaureate and master’s levels of social work education are anchored in the purposes of the social work profession and promote the knowledge, values, and skills of the profession. Baccalaureate social work education programs prepare graduates for generalist professional practice. Master’s social work education programs prepare graduates for advanced professional practice in an area of concentration. The baccalaureate and master’s levels of educational preparation are differentiated according to (a) conceptualization and design, (b) content, (c) program objectives, and (d) depth, breadth, and specificity of knowledge and skills. Frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives.

Programs develop their mission and goals within the purposes of the profession, the purposes of social work education, and their institutional context. Programs also recognize academic content and professional experiences that students bring to the educational program. A conceptual framework, built upon relevant theories and knowledge, shapes the breadth and depth of knowledge and practice skills to be acquired.

2.1 Program Renewal
Social work education remains vital, relevant, and progressive by pursuing exchanges with the practice community and program stakeholders and by developing and assessing new knowledge and technology.

3. Program Objectives
Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work. The graduate advanced curriculum is built from the professional foundation. Graduates of baccalaureate and master’s social work programs demonstrate the capacity to meet the foundation objectives and objectives unique to the program. Graduates of master’s social work programs also demonstrate the capacity to meet advanced program objectives.
3.0 Foundation Program Objectives
The professional foundation, which is essential to the practice of any social worker, includes, but is not limited to, the following program objectives. Graduates demonstrate the ability to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
B6. Apply knowledge and skills of generalist social work practice with systems of all sizes.*
M6. Apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individual and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communities skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
[* Items preceded by a B or M apply only to baccalaureate or master’s programs, respectively.]

3.1 Concentration Objectives
Graduate of a master’s social work program are advanced practitioners who apply the knowledge and skills of advanced social work practice in an area of concentration. They analyze, intervene, and evaluate in ways that are highly differentiated, discriminating, and self-critical. Graduates synthesize and apply a broad range of knowledge and skills with a high degree of autonomy and proficiency. They refine and advance the quality of their practice and that of the larger social work profession.

3.2 Additional Program Objectives
A program may develop additional objectives to cover the required content in relation to its particular mission, goals, and educational level.

4. Foundation Curriculum Content
All social work programs provide foundation content in the areas specified below. Content areas may be combined and delivered with a variety of instructional technologies. Content is relevant to the mission, goals, and objectives of the program and to the purposes, values, and ethics of the social work profession.
4.0 Values and Ethics
Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

4.1 Diversity
Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.2 Populations-at-Risk and Social Economic Justice
Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

4.3 Human Behavior and the Social Environment
Social work education programs provide content on the reciprocal relationship between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

4.4 Social Welfare Policy and Services
Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and their influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.
4.5 Social Work Practice
Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

4.6 Research
Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

4.7 Field Education
Field education is an integral component of social work education anchored in the mission, goal, and educational level of the program. It occurs in settings that reinforce students’ identification with the purpose, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives.

5. Advanced Curriculum Content
The master’s curriculum prepares graduates for advanced social work practice in an area of concentration. Using a conceptual framework to identify advanced knowledge and skills, programs build an advanced curriculum from the foundation content. In the advanced curriculum, the foundation content area (Section 4, 4.0-4.7) are addressed in greater depth, breadth, and specificity and support the program’s conception of advanced practice.

Accreditation Standards
1. Program Mission, Goals, and Objectives.
1.0 The social work program has a mission appropriate to professional social work education as defined in Educational Policy, Section 1.1. The program’s mission is appropriate to the level or levels for which it is preparing students for practice and is consistent with the institution’s mission.
1.1 The program has goals derived from its mission. These goals reflect the purposes of the Educational Policy, Section 1.1. Program goals are not limited to these purposes.
1.2 The program has objectives that are derived from the program goals. These objectives are consistent with Educational Policy, Section 3. Program objectives are reflected in program implementation and continuous assessment (see Accreditation Standard 8).

1.3 The program makes its constituencies aware of its mission, goals, and objectives.

2. Curriculum

2.0 The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. Social work education is grounded in the liberal arts and contains a coherent, integrated professional foundation in social work practice from which an advanced practice curriculum is built at the graduate level.

B2.0.1 The program defines its conception of generalist social work practice, describes its coverage of the professional foundation curriculum identified in Educational Policy, Section 4, and demonstrates how its conception of generalist practice is implemented in all components of the professional curriculum.

M2.0.1 The program describes its coverage of the foundation and advanced curriculum content, identified in Educational Policy, Sections 4 and 5. The program defines its conception of advanced practice and explains how the advanced curriculum is built from the professional foundation. The master’s curriculum is built from the professional concentration objectives, (b) a conceptual framework built on relevant theories, (c) curriculum program demonstrates how the depth, breadth, and specificity of the advanced curriculum are addressed in relation to the professional foundation.

2.1. The social work program administers field education (Educational Policy, Section 4.7 and Section 5) consistent with program goals and objectives that:

2.2.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s program.

2.1.1 Provides for a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master’s programs.

2.1.2 Admits only those students who have met the program’s specified criteria for field education.

2.1.3 Specific policies, criteria, and procedures for selecting agencies and field instructors; placing and monitoring students; maintaining field liaison contacts with agencies; and evaluating student learning and agency effectiveness in providing field instruction.

2.1.4 Specifies that field instructors for baccalaureate student holds a CSWE-accredited baccalaureate or master’s social work degree. 2 Field instructors for master’s students hold a CSWE-accredited master’s social work degree. In programs where a field instructor does not hold a CSWE-accredited baccalaureate or master’s social work degree, the program assumes responsibility for reinforcing a social work perspective.

2.1.5 Provides orientation, field instruction training, and continuing dialog with agencies and field instructors.

2.1.6 Develops policies regarding field placements in an agency in which the student is also employed. Student assignments and field education supervision differ from those associated with the student’s employment.

[Note: This and all future reference to “CSWE-accredited baccalaureate or master’s social work degree” include degrees from CSWE-accredited programs or programs approved by its Foreign Equivalency Determination Service.]
3. Program Governance, Administrative, Structure, and Resource

3.0 The social work program has the necessary autonomy and administrative structure to achieve its goals and objectives.

3.0.1 The social work faculty defines program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.0.2 The administration and faculty of the social work program participates in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.0.3 The chief administrator of the social work program has either a CSWE-accredited master’s social work degree, with a doctoral degree preferred, or a professional degree in social work from a CSWE-accredited program, and a doctoral degree. The chief administrator also has demonstrated leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in the field of social work.

3.0.4 The chief administrator of the social work program has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership. Combined programs designate a social work faculty member and assign this person sufficient time to administer the baccalaureate social work program.

3.0.5 The field education director has a master’s degree in social work from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.

3.0.6 The field education director has a full-time appointment to the program and sufficient assigned time (at least 25% for baccalaureate programs and 50% for master’s programs) to provide educational and administrative leadership for field education.

3.1 The social work program has sufficient resources to achieve program goals and objectives.

3.1.1 The program has sufficient support staff, other personal, and technological resources to support program functioning.

3.1.2 The program has sufficient and stable financial supports that permit program planning and achievement of program goals and objectives. These include a budgetary allocation and procedures for budget development and administration.

3.1.3 The program has comprehensive library holdings and electronic access, as well as other informational and educational resources necessary for achieving the program’s goals and objectives.

3.1.4 The program has sufficient office and classroom space, computer-mediated access, or both to achieve the program’s goals and objectives.

3.1.5 The program has access to assistive technology, including materials in alternative formats (such as Braille, large print, books on tape, assistive learning systems.)

4. Faculty

4.0 The program has full-time faculty, which may be augmented by part-time faculty, with the qualifications, competence, and range of expertise in social work education and practice to achieve its goals and objectives. The program has a sufficient full-time
equivalent faculty-to-student ratio (usually 1:25 for baccalaureate programs and 1:12 for master’s programs) to carry out ongoing functions of the program.

4.1 The program demonstrates how the use of part-time faculty assists in the achievement of the program’s goals and objectives.

4.2 Faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities.

B4.2.1 The baccalaureate social work program has a minimum of two full-time faculty, with master’s social work degrees from a CSWE-accredited program with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. It is preferred that faculty have a doctoral degree.

M4.2.1 The master’s social work program has a minimum of six full-time faculty with master’s social work degrees from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty have a master’s degree in social work and a doctoral degree.

4.3 Faculty who teach required practice courses have a master’s social work degree from a CSWE-accredited program and at least two years post-baccalaureate or post-master’s social work degree practice experience.

4.4 The program has a faculty workload policy that supports the achievement of institutional priorities and the program’s goals and objectives.

5. Student Professional Development

5.0 The program has admissions criteria and procedures that reflect the program’s goals and objectives.

M5.1 Only candidates who have earned a bachelor’s degree are admitted to the master’s social work degree program.

5.2 The program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience.

5.3 In those foundation curriculum areas where students demonstrate required knowledge and skills, the program describes how it ensures that students do not repeat that content.

5.3.1 The program has written policies and procedures concerning the transfer of credits.

M5.3.2 Advanced standing status is only awarded to graduates of baccalaureate social work programs accredited by CSWE.

5.4 The program has academic and professional advising policies and procedures that are consistent with the program’s goals and objectives. Professional advising is provided by social work program faculty, staff, or both.

5.5 The program has policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs. It provides opportunities and encourages students to organize in their interests.

5.6 The program informs students of its criteria for evaluating their academic and professional performance.

5.7 The program has policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.
6. Nondiscrimination and Human Diversity

6.0 The program makes specific and continuous efforts to provide a learning context in which respect for all persons and understanding of diversity (including age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation) and practiced. Social work education builds upon professional purposes and values; therefore, the program provides a learning context that is nondiscriminatory and reflects the profession’s fundamental tenets. The program describes how its learning context and educational program (including faculty, staff, and student composition; selection of agencies and their clientele as field education settings; composition of program advisory or field committees; resource allocation; program leadership; speakers series, seminars, and special programs; research and other initiatives) and its curriculum model understanding of and respect for diversity.

7. Program Renewal

7.0 The program has ongoing exchanges with external constituencies that may include social work practitioners, social service recipients, advocacy groups, social agencies, professional associations, regulatory agencies, the academic community, and the community at large.

7.1 The program’s faculty engage in the development and dissemination of research, scholarship, or other creative activities relevant to the profession.

7.2 The program seeks opportunities for innovation and provides leadership within the profession and the academic community.

8. Program Assessment and Continuous Improvement

8.0 The program has an assessment plan and procedures for evaluating the outcome of each program objective. The plan specifies the measurement procedures and methods used to evaluate the outcome of each program objective.

8.1 The program implements its plan to evaluate the outcome of each program objective and shows evidence that the analysis is used continuously to affirm and improve the educational program.

Program Changes

The EPAS supports change necessary to improve the educational quality of a program in relation to its goals and objectives. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation or its accreditation is, by that action, accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, programs notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs, etc. Depending on the nature of the change, the COA may request additional information. Prior to the implementation of a substantive change the program submits proposal and receives approval. Substantive changes are defined as those that require a waiver of one or more aspects of EPAS.
## APPENDIX B

**Florida A&M University - College of Social Sciences, Arts & Humanities**

Course of Study: Bachelor Degree in Social Work

### COURSE EVALUATION FORM

<table>
<thead>
<tr>
<th>LOWER DIVISION</th>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>SEM</th>
<th>YEAR</th>
<th>GRADE</th>
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<tr>
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</tr>
<tr>
<td>ENC</td>
<td>1102 Communicative Skills II</td>
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<tr>
<td>MAC 1105 or higher</td>
<td>Math course</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MGF 1106 or higher</td>
<td>Math course</td>
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<tr>
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<td>3</td>
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<td>GLY/BOT/PSC/AST/CHM</td>
<td>Science course</td>
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<td>American History</td>
<td>3</td>
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<td>AMH 2091 or AFA 3104</td>
<td>African American History/Experience</td>
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<td>3</td>
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<tr>
<td>ENC</td>
<td>2300/3243/3320 Writing course</td>
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**ALL STUDENTS MUST COMPLETE ONE SUMMER TERM TO RECEIVE A DEGREE FROM A FLORIDA UNIVERSITY**

Admission to the program in social work is by application & requires that students have been admitted to the University.

Pre-majors MUST submit a Social Work Application to be accepted to upper division.

### SEMESTER I - JUNIOR YEAR

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<tr>
<th>SEM/YR</th>
<th>Grade</th>
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**16 hrs**

### SEMESTER II - JUNIOR YEAR

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**14 hours**

### SEMESTER III - SENIOR YEAR

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<td>4510</td>
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<td>SOW</td>
<td>4322</td>
<td>Practice w/ Groups</td>
<td>SOW</td>
<td>4522</td>
<td>Integrative Sem</td>
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<tr>
<td>SOW</td>
<td>4343</td>
<td>Practice w/ Comm.</td>
<td>SOW</td>
<td>4414</td>
<td>Res. Measurements</td>
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<td>SOW</td>
<td>Special Interest</td>
<td>SOW Special Interest</td>
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**Upper Division Hours**

**60 hours**

**15 hrs**
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
APPENDIX D

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
APPENDIX E

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
Group work
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
Jewish Social Work Forum
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
Social Science and Medicine
Social Service Review
Social Thought- Journal of Religion in the Social Services
Social Work
Social Work and Christianity: An International Journal
Social Work and Social Sciences Review
Social Work Education
Social Work in Education
Social Work in Health Care
Social Work with Groups
Social Work with Women
Society
Special Services in the Schools
Substance Abuse
Substance Abuse and Misuse
Student Assistance Journal
Suicide and Life-Threatening Behavior
Urban Affairs Quarterly
Urban Social Change
Urban and Social Change Review
Violence Against Women
Women and Health
Women and Politics
Women and Therapy
## APPENDIX F
### HELPFUL TELEPHONE NUMBERS

<table>
<thead>
<tr>
<th>Administrative Assistance</th>
<th>Telephone#</th>
<th>Office#</th>
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</thead>
<tbody>
<tr>
<td>Social Work Department (Fax: 599-3215)</td>
<td>599-3456</td>
<td>300 Banneker B Bldg.</td>
</tr>
<tr>
<td>Dr. Merlin Langley, Chair of Department, Associate Professor</td>
<td>599-3830</td>
<td>306 Banneker B Bldg.</td>
</tr>
<tr>
<td>Dr. Laura Myers, BSW Program Director, Associate Professor</td>
<td>561-2254</td>
<td>303 Banneker B Bldg.</td>
</tr>
<tr>
<td>Dr. Robin Perry, MSW Program Director, Associate Professor</td>
<td>561-2253</td>
<td>308 Banneker B Bldg.</td>
</tr>
<tr>
<td>Ms. Mary Howard, Office Manager, Notary</td>
<td>599-8180</td>
<td>300 Banneker B Bldg.</td>
</tr>
<tr>
<td>Ms. Gwendolyn Parker, Senior Secretary, Notary</td>
<td>561-2590</td>
<td>300 Banneker B Bldg.</td>
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<th>Faculty Assistance</th>
<th>Telephone#</th>
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<tbody>
<tr>
<td>Dr. Gloria Aguilar, Associate Professor</td>
<td>599-3821</td>
<td>302 Banneker B Bldg.</td>
</tr>
<tr>
<td>Dr. Cynthia Davis, Assistant Professor</td>
<td>412-7553</td>
<td>304 Banneker B Bldg.</td>
</tr>
<tr>
<td>Ms. Katisa Donaldson, Title IV E Coordinator &amp; Interim BSW Field Coordinator</td>
<td>412-7551</td>
<td>320 Banneker B Bldg.</td>
</tr>
<tr>
<td>Dr. Barbara Haile, Associate Professor</td>
<td>412-7554</td>
<td>311 Banneker B Bldg.</td>
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<tr>
<td>Dr. Brenda Jarmon, Associate Professor</td>
<td>561-2263</td>
<td>310 Banneker B Bldg.</td>
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<tr>
<td>Ms. Sandra Kelly, Visiting Assistant Professor</td>
<td>412-7552</td>
<td>305 Banneker B Bldg.</td>
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<tr>
<td>Ms. Wachell McKendrick, Visiting Assistant Professor</td>
<td>561-2251</td>
<td>307 Banneker B Bldg.</td>
</tr>
<tr>
<td>Ms. Gwendolyn Spencer, MSW Field Coordinator</td>
<td>599-3781</td>
<td>319 Banneker B Bldg.</td>
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<tr>
<td>Arts &amp; Science (Dean Turner’s Office)</td>
<td>599-3340</td>
<td>208 Tucker Hall</td>
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<tr>
<td>Auto Registration</td>
<td>561-2205</td>
<td>124 Gamble</td>
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<td>Bookstore</td>
<td>599-3070</td>
<td>Student Union Center</td>
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<tr>
<td>Campus Security</td>
<td>599-3607</td>
<td>124 Gamble</td>
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<td>Career Center</td>
<td>599-3700</td>
<td>Student Union</td>
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<td>Financial Aid Office</td>
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<td>Foreign Students/Veteran Affairs</td>
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<td>116 FHAC</td>
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<td>Health Services Student Clinic</td>
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<td>NASW- Florida</td>
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<td>Tallahassee</td>
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<td>Personnel Relations</td>
<td>599-3611</td>
<td>211 FHAC</td>
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<td>Police Department</td>
<td>599-3256</td>
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<td>Post Office</td>
<td>599-3027</td>
<td>Campus Post Office</td>
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<td>Rattler Card ID</td>
<td>599-8366</td>
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<td>Registrar’s Office</td>
<td>599-3115</td>
<td>112 FHAC</td>
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<td>Sponsored Research</td>
<td>599-3531</td>
<td>400 FHAC</td>
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<td>Sports Information</td>
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<td>204-C GAC</td>
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<td>Student Accounts</td>
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<td>202 FHAC</td>
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<td>Student Affairs</td>
<td>599-3183</td>
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<td>Student Government</td>
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<td>Student Union Center</td>
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<td>Student Housing</td>
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<td>319 Gibbs</td>
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<tr>
<td>Student Organizations</td>
<td>599-3339</td>
<td>Student Union Center</td>
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<tr>
<td>Testing&amp; Evaluation (ADA)</td>
<td>599-3333</td>
<td>101 Counseling Center</td>
</tr>
<tr>
<td>WAMF-FM Radio Station</td>
<td>599-3083</td>
<td>314 Tucker Hall</td>
</tr>
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</table>
APPENDIX G
Bachelor of Social Work Faculty

Glenn Hodges MSW, M.Div.  Assistant Professor, BSW Program Director
Mr. Hodges is an Assistant Professor & BSW Program Director in the Department of Social Work. He received his MSW from Florida State University, and a Master of Divinity degree from the University of Dubuque. Areas of research interest include mental health, public health, criminal justice, and academic retention.

Laura L. Myers, Ph.D., MSW.  Associate Professor, BSW Program Director
Dr. Myers receive 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.

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.

Winnifred Whittaker, Ed.D, MSW, BSW Field Coordinator.  Dr. Davis received her MSW from the University of Central Florida and her Ed.D. Argosy University. Her research interests include clinical social work practice, domestic violence, developmental disabilities, and mental health.

Alisha Bradley, MSW, ABD. Visiting Assistant Professor  Mrs. Bradley received her MSW at Southern University at New Orleans, and is pursuing her Ed.D in Educational Leadership from Argosy University. Mrs. Bradley’s research includes religion, spirituality, peer mentoring and leadership of African Women.