

**ALABAMA AGRICULTURAL AND MECHANICAL UNIVERSITY**



**BSW PROGRAM STUDENT HANDBOOK**

**AAMU MAIN CAMPUS  
AND  
LAWSON STATE COMMUNITY COLLEGE CAMPUS**

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## **BSW STUDENT HANDBOOK**

The Alabama A & M University BSW Program student handbook contains academic policies and procedures useful to you as a student in our BSW Program. Please refer to this student handbook frequently to find answers for your many questions. If you do not find information you need, please contact your assigned faculty advisor or the Coordinator of the BSW Program at your campus location. The Alabama A & M University BSW Program is accredited by the Council on Social Work Education.

\*The Undergraduate Program in Social Work has been accredited by the Council on Social Work Education since 1979.

Major Revisions in October 2021:

- BSW Faculty/Staff
- BSW Program Admission Criteria
- Guidelines for Virtual Classes
- Social Work Core Competencies
- Professional Disposition Form

Revised October 2021

## WELCOME FROM THE CHAIR

Dear Students:

On behalf of the AAMU Social Work family, I congratulate you on your selection of Alabama A&M University as your school of choice for earning your BSW Degree. We will make every effort to make your educational experiences meaningful to your development and ensure that when you leave us, you will do so equipped with the necessary knowledge, skills and competencies to positively impact the lives of your future clients.

Whether you are taking classes with us on the main campus in Huntsville, Alabama or pursuing your degree at our Lawson State Community College (LSCC) location, you have made the right choice. The AAMU Social Work Family is very special. Our highly committed, experienced and credentialed faculty will ensure that when you graduate from the BSW Program, you will do so armed with the competencies needed to engage in entry-level, professional social work practice. Additionally, you will emerge with an increased sense of personal insight and a greater understanding of human needs and ways in which you may be responsive to those needs. Our BSW Program is very special. We accept, appreciate and celebrate individual differences and we pride ourselves in fostering a learning environment that is not only challenging but one that is also engaging and student-centered.

The BSW Program Manual is an invaluable resource. It outlines important policies, procedures, and resources available to students. Each student is responsible for reading the BSW Program Manual and becoming aware of policies, procedures, regulations, and general information impacting your matriculation through the BSW Program. Please remember, however, that this Manual is a supplement to, and not a substitute for the AAMU Undergraduate Bulletin, which contains the official policies governing undergraduate education at Alabama A&M University.

On behalf of the University administration, and the AAMU Social Work Family, I welcome you and I wish you a meaningful, productive, and successful educational experience.

Sincerely,

*Samson Chama*

Samson Chama, PhD  
Professor & Interim Chair  
Department of Social Work, Psychology and Counseling

## BSW FACULTY AND STAFF

Welcome to the BSW Program at Alabama Agricultural and Mechanical University. The Student Handbook has been carefully designed for you. It is intended to serve as a general reference and a useful guide for all undergraduate students in Social Work.

The BSW Social Work Program faculty, staff and students congratulate you on your selection of Social Work as your career choice. We will make every effort to make your educational experiences meaningful to your development as an effective professional. Our curriculum and co-curricular activities such as field trips to various agencies, professional conferences, and the Undergraduate Social Work Association serve to help prepare you for employment as a generalist social worker for advanced study.

We sincerely hope this information will assist you throughout your education and training at Alabama A&M University. We urge you to become familiar with the contents of this handbook. The handbook is not a replacement for the University catalogue but designed to supplement the information available in the University catalog. Please feel free to contact any member of the BSW Program faculty if you have questions and/or suggestions. Again, we extend to you a most hearty and sincere welcome and wish you a productive and rewarding experience with us.

- Ms. Helen Fischle, BSW Program Coordinator-Main Campus
- Dr. Turenza Smith BSW/MSW Coordinator-Lawson State Campus
- Mr. Willie Diggs, Director of Field Education
- Ms. Elizabeth Ford, BSW Field Coordinator
- Ms. Shannon McElroy, BSW Faculty
- Dr. Christopher ChaCha, BSW Faculty
- Ms. Dalila Bass, BSW Faculty-Lawson State Campus
- Mrs. Janice Holman, BSW Administrative Assistant
- Dr. Samson Chama, Chair, Department of Social Work, Psychology and Counseling

## HISTORY OF SOCIAL WORK PROGRAMS AT AAMU

The Department of Social Work was established in 1998. The BSW Program began in 1973 as a result of a proposal written by the Chair of the Sociology Department, Mary Francis Douthard. Initial accreditation of the BSW Program was granted in 1979. The MSW Program received initial accreditation in 1998, retroactive to 1996. In 2012, the University underwent a major restructuring and realignment of programs resulting in a merger of the Department of Social Work with the Department of Psychology and Counseling, thus resulting in the establishment of the Department of Social Work, Psychology and Counseling. It should be noted that since the merger in 2012, the Chairperson of the Department has always been from Social Work.

In fall 2016, the BSW Program was launched at Lawson State Community College (LSCC), followed by the offering of the MSW Program at the LSCC location in Spring 2017. The BSW Program at LSCC operates as an off-site location for delivery of the BSW Program. Following completion of their general education requirements, students apply for admission to the BSW Program. Students enrolled in the BSW Program or the MSW Program may take classes at either site. Courses for the BSW Program are offered in hybrid and traditional formats. All classes held at the LSCC site are taught in hybrid format only. Compliance with all CSWE Educational Policies and Accreditation Standards is the same for both our Huntsville and Birmingham campuses.

### BSW PROGRAM'S MISSION STATEMENT

Grounded in the core values of the profession and implemented within an EPSE (ecological perspective, problem solving model and empowerment perspective) framework, the mission of the BSW Program at Alabama A & M University is to prepare students, particularly those from historically oppressed populations, for holistically competent and ethical entry-level generalist practice. The BSW Program is committed to preparing students who will promote human and community well-being, demonstrate respect for human diversity, engage in scientific inquiry, be committed to life-long learning and demonstrate knowledge of and an ability to engage in professional practice that recognizes the interconnections between social policy, social, economic and environmental justice and vulnerable populations in rural and urban communities locally, nationally and globally.

### BSW PROGRAM GOALS

The goals of the BSW Program at Alabama A & M University are to:

- Prepare holistically competent, entry-level generalist social work practitioners who will promote human and community well-being through the ethical application of social work knowledge, values, skills and cognitive and affective processes and behaviors to multi-systemic interventions with individuals, groups, families, organizations, and communities in rural and urban contexts.

- Prepare holistically competent, entry-level generalist social work practitioners who will employ an EPSE (ecological perspective, problem solving model and empowerment perspective) framework and critical thinking skills to apply appropriate theories and evidence-based knowledge to multi-level interventions responsive to the needs of diverse client systems in rural and urban contexts.
- Prepare students with competency-based, generalist foundational knowledge, skills, values and cognitive and affective processes and behaviors in the domains of values and ethics; diversity and difference; human rights and social, economic and environmental justice; research; policy; multi-systemic engagement, assessment and intervention; and evaluation.
- Prepare holistically competent, entry-level generalist social work practitioners who demonstrate a respect for all persons, are committed to life-long learning and are knowledgeable of the social context of social work practice, to include the dynamics of community and organizational change, the forms and mechanisms of oppression, and interconnections between social policy, social, economic and environmental justice and vulnerable populations in rural and urban contexts locally, nationally and globally.

## DEPARTMENTAL AND COLLEGE STRUCTURE

The BSW Program is a part of the Department of Social Work, Psychology and Counseling. Department of Social Work, Psychology and Counseling are situated within the operational structure of the College of Education, Humanities and Social Sciences. The College of Education, Humanities and Social Sciences is one of four Colleges, that along with the School of Graduate Studies, form the major academic components of Alabama A & M University. The Mission statements of our Department, College and University are provided below.

## DEPARTMENT OF SOCIAL WORK, PSYCHOLOGY AND COUNSELING MISSION

The department is committed to the total development of students in their quest to learn to serve diverse populations in an ethical, competent and professional manner reflecting the core values of the department including social justice, evidence-based research and practice, integrity, and empowerment of vulnerable and oppressed populations. Students who complete the programs in this Department will possess the knowledge, values and skills to serve nationally and internationally as global practitioners and citizens who embrace diversity and lifelong learning.



## COLLEGE OF EDUCATION, HUMANITIES AND BEHAVIORAL SCIENCES MISSION

The College of Education, Humanities, and Behavioral Sciences is committed to educating and serving students who desire a quality education in an environment where "Service is Sovereignty." Remaining true to its mission, the College continues to attract and serve students from diverse and underserved populations from rural and urban communities. The College is dedicated to preparing entry and advanced level professionals who are equipped to compete in the global market. One core area of our mission is to prepare students to demonstrate measurable success in their identified area of competence. Students are provided with a knowledge base platform for ongoing professional development within their perspective disciplines. The College strives to compile, review and coordinate a curriculum that focuses on core competencies that are compliant with the governing accrediting bodies.

Achievement in the College of Education, Humanities, and Behavioral Sciences is demonstrated through the successful matriculation and graduation of well- trained, qualified, highly skilled students who are able to effectively communicate and provide quality service to society at large. Importantly, students are prepared for advanced levels of education through the attainment of terminal degrees in their respective disciplines. The College provides critical thinking skills necessary for professional development, research and practice.

## ALABAMA A & M UNIVERSITY'S MISSION STATEMENT

Alabama Agricultural and Mechanical University is a public, comprehensive 1890 Land-Grant institution, committed to access and opportunity, and dedicated to intellectual inquiry. The application of knowledge and excellence in teaching, research and service is responsive to the needs of a diverse student population and the social and economic needs of the state and region. The University offers contemporary baccalaureate, master's, educational specialist and doctoral level degrees to prepare students for careers in the arts, sciences, business, engineering, education, agriculture and technology. As a center of excellence, the mission of Alabama A & M University is to provide a student-centered educational environment for the emergence of scholars, scientists, leaders and critical thinkers, who are equipped to excel through their contributions and leadership in a 21st century national and global society.

## **ALABAMA A&M UNIVERSITY HISTORY**

Alabama A&M University is the fulfillment of the dreams of a former slave, William Hooper Council, who founded the school as a result of a bill passed in the State Legislature in 1873. The school opened May 1, 1875, with an appropriation of one thousand dollars per year, sixty-one pupils and two teachers under the name "Huntsville Normal School." The University is a land-grant institution supported by the State of Alabama and federal funds appropriated to assist in carrying on work stipulated by the Morrill Acts of 1862 and 1890.

The success of work in industrial education led to a State Legislative authorization in 1878, that the name of the school be changed to the "State Normal and Industrial School at Huntsville." After the school received funds provided by the Congressional Act approved August 30, 1890, the name was again changed to "The State Agricultural and Mechanical College for Negroes," and the campus was moved from Huntsville to Normal, where the school would have ample room for the development of trade and agricultural programs.

The school was designated as a junior college in 1919, and the name was then changed to "The State Agricultural and Mechanical Institute for Negroes." Work on the senior college level was begun in 1939, by authority of the Alabama State Board of Education. One January 14, 1948, the name of the institution became "Alabama Agricultural and Mechanical College."

The final name change to date was made on June 26, 1969, when the Alabama State Board of Education, the governing body of the institution during that period, adopted a resolution changing the name to "Alabama Agricultural and Mechanical University."

### **THE INSTITUTION HAS HAD THREE PRINCIPALS:**

- William Hooper Council, 1875-1887
- Pete H. Clark, 1887-1888
- William Hooper Council, 1888-1890

### **IT HAS HAD TEN PRESIDENTS:**

- William Hooper Council, 1890-1909
- Walter S. Buchanan, 1909-1921
- T. R. Parker, 1921-1927
- J. F. Drake, 1927-1962
- R. D. Morrison, 1962 – 1984
- Douglas Covington, 1984-1987
- Carl H. Marbury, 1987-1991
- David B. Henson, 1992 – 1996
- John T. Gibson, 1996 – 2005
- Virginia Caples, Interim, 2005 – 2006
- Robert R. Jennings, 2006 – 2008
- Beverly C. Edmond, Interim, 2008 – 2009
- Andrew Hugine, 2009 to 2021
- Daniel K. Wims, 2022 to present

## BSW PROGRAM ADMISSION CRITERIA

There are several steps involved in the admission of students to the BSW Program at Alabama A&M University.

1. Admission to the University
2. Successful completion of pre-requisite para-professional liberal arts courses of 31 hours with an overall grade point average of 2.5 and no less than a grade "C" in the SWK 202 - Introduction to Social Welfare and Social Work
3. Declaration of Social Work as a major
4. Completion of an BSW Program Application packet, autobiography and clearance received from a criminal background check.
5. Successful completion of an assessment interview with at least two full-time Social Work faculty and/or social work professionals selected by the BSW Program (field supervisors, social work alumni, social work advisory group members).
6. The BSW faculty will decide based on the entire BSW Program Application Packet as well as the assessment interview and render a decision within a week following the assessment interview. Applicants will be notified in writing whether they have been admitted, admitted conditionally, deferred admission, or not admitted into the program by the BSW Program Coordinator.
7. Applicants who have been admitted conditionally, can reapply to the BSW Program once they have met the eligibility requirements required for the program. Applicants who have been denied admission to the BSW Program may appeal the decision in writing to the Chair.
8. Participation in the mandatory BSW Program Orientation held in either Spring or Fall Semesters.

As a student in AAMU's BSW program, it is the expectation that all students demonstrate a level of professionalism and professional performance that is in alignment with our professional code of conduct and the NASW Code of Ethics, Section 4.05, as stated below.

### **4.05 Impairment**

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial

action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

Students may be denied admission to or terminated from the BSW Program for, but not necessarily limited to, any of the following non-academic reasons which are personal or professional:

- Overtly expressed attitudes, values, and behaviors in opposition to or contrary to those found in the NASW Code of Ethics;
- Evidence of chemical, alcohol, or drug abuse;
- Personality, emotional, attitudinal, or personal issues or difficulties which may or actually impair performance, interactions, and relationships with classmates, faculty, agency staff, and/or clients;
- Dishonesty, including lying, cheating, or plagiarizing in course work and/or Field Placement; and
- Evidence of certain criminal or unlawful activity.

Students are provided written notice of the Admissions Committee's actions. In the case of provisional acceptance, specific conditions which must be met before the student can be admitted to the program are provided. In the event acceptance is denied, the Committee's decision may be appealed. Re-application for admission to the program is possible. When re-application is possible, the student is notified in writing of that possibility. Those denied admissions are not guaranteed readmission after appeal.

During the duration of a student's enrollment in the BSW program, if faculty and staff become aware of the above outlined concerns, and such concerns are impeding the successful advancement in the program, the student will be referred to the Professional Standards Committee for determination of corrective action plan or termination from the program.

The Admissions Committee reviews the records of all social work students admitted to the BSW Program regarding continued enrollment and readiness for Field Placement during the semester prior to enrollment in SWK 415, Senior Seminar, SWK 414, Field Placement, and SW 414L, Field Instruction Seminar. Action taken by the Admissions Committee regarding any student is reflected in the student's BSW file. Any information relevant to a student's continued enrollment may be placed in the student's BSW file by members of the faculty or staff.

UNDERGRADUATE PROGRAM ACCREDITED  
BY THE COUNCIL ON SOCIAL WORK  
EDUCATION

The Social Work Program was initially accredited by the Council on Social Work Education in April, 1980. The Program has maintained accreditation each cycle and is currently fully accredited until 2026.

LIBERAL ARTS REQUIREMENTS

Social Work, as is true with all professions, depends on selected knowledge, which is subsequently organized in a manner to provide a certain perspective of reality. At Alabama A&M, this knowledge is primarily drawn from Mathematics, World History, Political Science, Economics, English, Biology, Psychology, Philosophy, Sociology, Humanities, Art, and Music. In addition to the knowledge for these areas, certain values and ethics are also extracted for use in conjunction with the knowledge. The liberal arts perspective promotes the idea of graduates as productive citizens of the world.

MAJOR REQUIREMENTS

The major in Social Work includes the University core curriculum; the requirements of the College of Education and Humanities and Behavioral Sciences; **forty-three** (43) hours of social work courses, and **six** (6) hours of electives.

Social work majors must take the following courses:

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>SEMESTER</u>
<i><u>Hours</u></i>		
SWK 202	Introduction to Social Welfare and Social Welfare	3
SWK 301	Human Behavior & Social Environment I	3
SWK 302	Human Behavior & Social Environment II	3
SWK 305	Rural Human Services	3
SWK 304	Diverse Populations	3
SWK 312	Social Work Methods: Individuals & Families	3
SWK 313	Social Work Methods: Groups	3
SWK 314	Social Work Methods: Organizations & Communities	3
SWK 403	Social Welfare Policies & Services	3
SWK 410	Social Work Research Methods	3
SWK 414	Field Instruction	8
SWK 414L	Field Instruction Seminar	3
SWK 415	Senior Seminar in Research	<u>2</u>
		43

Students must take 6 hours of electives, they may choose from any of the courses listed below:

<b><u>COURSE NO.</u></b>	<b><u>COURSE TITLE</u></b>	<b><u>SEM.</u> <u>HRS.</u></b>
SWK 205	Gerontology: Study of Older Adults	3
SWK 303	Poverty and Deprivation	3
SWK 308	Black Experiences Through Films	3
SWK 311	Introduction to Child Welfare	3
SWK 315	Substance Abuse: The Impact of Fetal Alcohol Spectrum Disorder	3

The following Courses are social work electives open to Non-majors.

<b><u>COURSE NO.</u></b>	<b><u>COURSE TITLE</u></b>	<b><u>SEM.</u> <u>HRS.</u></b>
SWK 202	Introduction to Social Welfare and Social Work	3
SWK 205	Gerontology: Study of Older Adults	3
SWK 303	Poverty and Deprivation	3
SWK 308	Black Experiences Through Films	3
SWK 311	Introduction to Child Welfare	3
SWK 315	Substance Abuse: The Impact of Fetal Alcohol Spectrum Disorder	3

## UNDERGRADUATE SOCIAL WORK PROGRAM – 121 Credit Hours

### Freshman Year

Social Work  
121 Credit Hours

FRESHMAN YEAR					
First Semester			Second Semester		
Course No.	Course Title	Hrs	Course No.	Course Title	Hrs
ORI 101	First Year Experience	1	ORI 102	First Year Experience	1
ENG 101	Composition I <sup>2</sup>	3	ENG 102	Composition II <sup>2</sup>	3
HIS	101, 201 Sequence	3	HIS	102, 202 Sequence	3
BIO 101	General Biology I <sup>3</sup>	3		Sci lecture – See GenEd Listing <sup>1,3</sup>	3
BIO 101L	General Biology I Lab <sup>3</sup>	1		Sci lab – See GenEd Listing <sup>1,3</sup>	1
	Fine Arts – See GenEd Listing <sup>1</sup>	3	CS 101	Fund of Comp & Info Systems	3
HED 101	Personal & Community Health	2	PSC	201 <sup>2</sup> , 205 <sup>2</sup> , 206 <sup>2</sup>	3
		16			17

SOPHOMORE YEAR					
First Semester			Second Semester		
Course No.	Course Title	Hrs	Course No.	Course Title	Hrs
SWK 202	Intro Social Welfare & Social Work <sup>6</sup>	3	ECO	200, 231	3
	Literature – See GenEd Listing <sup>1,4</sup>	3		Literature – See GenEd Listing <sup>1,4</sup>	3
PHL 201	Intro to Philosophy <sup>2</sup>	3	SWK 301	Human Behavior I <sup>2</sup>	3
SOC 201	Intro to Sociology	3	PSY 201	General Psychology	3
	Elem Foreign Language Sequence <sup>2,5</sup>	3		Elem Foreign Language Sequence <sup>2,5</sup>	3
	Math – See GenEd Listing <sup>1</sup>	3			15
		18			

JUNIOR YEAR					
First Semester			Second Semester		
Course No.	Course Title	Hrs	Course No.	Course Title	Hrs
	Hum/Fine Art – See GenEd Listing <sup>1</sup>	3	ENG 304	Advanced Composition <sup>2</sup>	3
SWK 302	Human Behavior II <sup>2</sup>	3	PSY 265	Elementary Statistics	3
SWK 304	Diverse Populations <sup>2</sup>	3	SWK 313	Social Work Methods II <sup>2</sup>	3
SWK 312	Social Work Methods I <sup>2</sup>	3	SOC 210	Social Problems <sup>2</sup>	3
SWK	205 <sup>2</sup> , 311 <sup>2</sup>	3	SWK 305	Rural Human Services <sup>2</sup>	3
		15			15

SENIOR YEAR					
First Semester			Second Semester		
Course No.	Course Title	Hrs	Course No.	Course Title	Hrs
SWK 314	Social Work Methods III <sup>2</sup>	3	SWK 414	Field Instruction <sup>2</sup>	8
SWK 403	Social Welfare Policies <sup>2</sup>	3	SWK 414L	Field Instruction Seminar <sup>2</sup>	3
SWK 410	Social Work Research Methods <sup>2</sup>	3	SWK 415	Senior Seminar Research <sup>2</sup>	2
SWK	205 <sup>2</sup> , 303 <sup>2</sup> , 308 <sup>2</sup> , 311 <sup>2</sup> , 315 <sup>2</sup>	3			13
		12			

<sup>1</sup>See [General Education Requirements](#) section of this Bulletin for eligible courses.

<sup>2</sup>MinGrade of C required.

<sup>3</sup>The following are mutually exclusive – BIO 103 and BIO 101, BIO 104 and BIO 102, CHE 102 and CHE 251, PHY 213 and PHY 201, PHY 214 and PHY 202.

<sup>4</sup>Literatures must be in a sequence. <sup>5</sup>101/102 French or Spanish.

<sup>6</sup>Prerequisites to SWK 202 → Have successfully completed 31 hours of General Education and 2.5 cumulative GPA. All social work majors must take classes in sequential order.

## **COURSE DESCRIPTIONS**

### **Social Work**

SWK 202 Introduction to Social Welfare and Social Work – 3 credit hours. A practice course designed to introduce students to the profession of social welfare, social work and human services. A historical review of social work and social welfare will be discussed with implication for the future of the discipline in connection to the social welfare systems. It traces the origin and development of the social work profession through helping systems; defines and illustrates the problems of social functioning; describes social work services in various settings, outlines the course requirements as mandated by the Council of Social Work Education and introduces the ten competency areas that govern practice behavior as an entry level social worker. The generalist problem-advising approach is introduced in this course. Students will learn problem solving generalist helping methodologies for the development of practice skills. Prerequisites: None.

SWK 205 Gerontology – Aging and Problems of the Aged – 3 credit hours. This course is designed to give students an overview of the unique problems faced by the elderly in our society. Students are made aware of the societal attitudes toward the aged. Biological factors, psychological problems, health, retirement, housing, personal and social aspects of death and other areas of concern are presented. Prerequisites: SWK 202, 301. Note: This course cannot be used to satisfy General Education requirements in Areas I-IV.

SWK 301 Human Behavior and Social Environment I – 3 credit hours. This course is designed to provide Social Work students with basic knowledge to understand individuals, groups, collective interactions, and behavior in terms of their biological, psychological, and social bases. Prerequisites: SWK 202.

SWK 302 Human Behavior and Social Environment II – 3 credit hours. This course is designed to extend the knowledge base introduced in Human Behavior I. Emphasis is placed on behaviors that are significant to professionals in human services. Critical incidents are utilized to analyze behaviors of selected individuals, groups, and communities. Prerequisites: SWK 202 301.

SWK 303 Poverty and Deprivation – 3 credit hours. This course describes the causes of poverty and its relationship to other social problems. A historical perspective is offered to help students understand the impact of the Great Depression in changing the values of the American people toward people in need. Programs that combat poverty are discussed and critiqued. Causes of poverty and populations impacted are explored. Prerequisites: SWK 200, 201, 301, 309, [(SWK 205) or (SWK 311, 302, 304)].

SWK 304 Diverse Populations – 3 credit hours. This course is designed to sensitize students to accept differences among people and their experiences. Emphasis is placed on the differences among cultural groups and how differences are perceived through a majority cultural context and the impact on achieving success. Students explore the



relationship of their own personal values and those of the profession. Personal stereotypes that limit their perceptions of client strengths are identified and confronted. As a result, students become better prepared to provide competent service to a diverse client population. Prerequisites: SWK 202, 301.

SWK 305 Rural Human Services – 3 credit hours. This course is designed to provide content for understanding service delivery to at-risk rural populations. The uniqueness of rural lifestyles and problems are explored. This course also deals with cultural issues and values that are unique to rural life and how these variables impact need and functioning of rural people. The special repertoire of skills, knowledge, attitudes, and values that are necessary for practice with rural populations are included. Differences between rural and urban roles-sets of clients as well as the differences and similarities between the role-sets of the urban and rural social work practitioner are examined. Prerequisites: SWK 202, 301, 302, 304, 312, (205 or 311).

SWK 308 Understanding the Black Experience – 3 credit hours. This course is designed to use films as a means to understand the black past as it relates to the contemporary condition of blacks in our society. The course affords students an opportunity to examine black people as presented in film. As a result, students acquire a perspective of what the black presence has been, is, and how it may become in the future. Upon completion of this course, students have an in-depth look at the impact of culture and environment as they affect behavior and personality. Prerequisites: SWK 202, 301, 302, 304, 312, 305, 313, (205 or 311). SWK 311 Introduction to Child Welfare – 3 credit hours. This course is designed to identify, analyze, and assess child welfare programs, policies, and services for understanding the needs and services available for children. Vulnerable children (physically and sexually abused, neglected, special needs, in new families) are discussed to increase student understanding of their plight and the need for effective interventions, prevention and policy strategies. Understanding human diversities and the social environment in rural and urban communities are examined in this class. Current child welfare issues are studied for a basic understanding of economic conditions, social justice and cultural factors. Prerequisites: SWK 202, 301.

SWK 312 (Formerly SWK 309) Social Work Methods I (Individuals & Families) – 3 credit hours. This course is designed to help students develop beginning generalist social work practice skills. Self-assessment, ethics and values of the social work profession, roles, competencies, the generalist problem-solving process, effective interviewing, recording, and evaluative skills are included. This course also focuses on the social work relationship including the influences of race, ethnicity, class, culture, gender, sexual orientations and varying diversities, in delivering effective services to individuals and families. Prerequisites: SWK 202, 301.

SWK 313 Social Work Methods II (Groups) – 3 credit hours. This course has been designed to prepare students for generalist practice with groups utilizing systems and ecological theoretical frameworks. The historical development for the use of groups will be explored as an understanding for how group work has become a significant component of generalist practice. Application of the problem-solving model (e.g., engagement, assessment, planning, implementation, evaluation, termination and follow up) in working with groups, stages of group development, interviewing techniques, and

group dynamics will be addressed as critical components of working with groups. Values (e.g. empowerment), ethics and diversity required for generalist social work practice will be discussed as a major component of the group process. Research methodology in assessing problems and evaluating change will be highlighted. Prerequisites: SWK 202, 301, 302, 312, 304, (205 or 311).

SWK 314 Formerly SWK 310) Social Work Methods III (Organizations and Communities) – 3 credit hours. This course is designed to prepare students for beginning generalist practice. It is designed to help students understand organizations and communities and how to use social work processes to improve the functioning, services, and situations for populations in rural and urban communities. The content includes a problem-solving model used in interventions with, organizations and communities. Practice skills (relationship building, assertiveness) and empowerment strategies to help diverse, oppressed, vulnerable and discriminated populations, groups, organizations and communities are developed. Generalist skills for activating resources are emphasized. The use of research methodology in assessing problems and evaluating change is also emphasized. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, (205 or 311).

SWK 315 Substance Abuse: The Impact of Fetal Alcohol Spectrum Disorder – 3 credit hours. This course is designed to identify, analyze and assess programs, policies and services for the needs of children who have been diagnosed with fetal alcohol syndrome or other related prenatal exposure to alcohol that is characterized as fetal alcohol spectrum disorder. The development of skills, knowledge and attitudes of person performing specific tasks surrounding the needs of the vulnerable population will be enhanced. A historical, biomedical and clinical background of fetal alcohol syndrome (FAS) and fetal alcohol spectrum disorders (FASDs) will be explained as a means for understanding the dynamics of this preventable disease. In addition, students will gather insight to increase their understanding of the need to develop and identify effective interventions, prevention and policy strategies. The significance of understanding human diversities within the context of the social environment in rural and urban communities are examined in this class as it applies to prevention of alcohol-exposed pregnancies in women of childbearing age. Additionally, resource identification and development will serve as key components for collective service provision. Ethical, legal, and policy issues are examined surrounding child welfare and human rights, specific to self-determination versus duty to protect in respect to at-risk populations, economic conditions, social justice and cultural factors. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, (205 or 311).

SWK 403 Social Welfare Policies and Services – 3 credit hours. This course is designed to utilize research to interpret legislation and policies as a means of improving, changing and developing required services in recognition of problems and issues inherent in the social system; provide knowledge and skills regarding social policy, research, social legislation, policy formulation and analysis for enhancing delivery of social services; and rurality for insuring sequential, measurable learning. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, (205 or 311).

SWK 410 Social Work Research Methods – 3 credit hours. This course is the first of two research courses. It is designed to present the basic principles of social science research (scientific method). It covers all aspects of the research process from problem formulation to writing of the research proposal. It introduces students to qualitative, quantitative, and single subject methods of conducting research. Ethical issues associated with conducting research are addressed. The use of research to inform practice, policy, and to promote social justice are explored. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, (205 or 311).

SWK 414 (Formerly SWK 407) Field Instruction – 8 credit hours. Field Instruction is a planned experience in which the student is assigned to a social service agency for a minimum of five hundred hours per semester. This experience provides the opportunity for the student to work with individuals, families, groups, organizations, and communities. The student is able to test out those skills and theories taught in the classroom. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, 314, 403, 410, (205 or 311), (308 or 315).

SWK 414L (Formerly SWK 407L) Field Instruction Seminar – 3 credit hours. A three-hour seminar is held each week. The seminar permits field instruction students in different field settings to share and benefit from their numerous and varied learning experiences. The seminar is also held to evaluate, discuss, and interpret the student's involvement in the field. Discussion in class will provide an opportunity for increased knowledge, assessment of values, and development of skills. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, 314, 403, 410, (205 or 311), (308 or 315).

SWK 415 Senior Seminar in Research – 2 credit hours. This course is the second research course. In this course, students carry out the research design developed in SWK 410 Research Methods course. They administer the instrument, collect and analyze data, interpret results and discuss implications. Students continue to examine previous research and to analyze how past research designs and evaluations have dismissed, diminished, or reinforced negative stereotypes and prejudices in oppressed and at-risk populations. Prerequisites: SWK 202, 301, 302, 304, 305, 312, 313, 314, 403, 410, (205 or 311), (308 or 315). Co-requisites: SWK 414L, 414.

## **REGISTRATION**

Information regarding registration is provided by the Registrar's office during the term before the next semester. Students already enrolled in the University are expected to participate in the registration advising process. Questions about registration can be directed to the faculty advisers in the BSW Program.

## **IDENTIFICATION CARDS**

The University requires that all students have an identification card with their student number and picture. This card is invaluable in utilizing University resources and in cashing checks in the Huntsville community. Identification cards may be acquired during registration.

## **PARKING DECALS**

All students must display the appropriate parking stickers on their vehicles to park on campus. You will receive a parking sticker which will allow you to park in the areas identified. You can get your sticker when you register. You will need to have your automobile insurance, class schedule receipt, type of vehicle, tag number, and your current driver's license. Decals can be purchased after registration at the business office.

## **E-MAIL**

Students are provided an Alabama A&M Bulldog e-mail account by the University, making it easy to exchange e-mail messages with faculty and staff members and other students.

## **HOUSING**

University housing information is available to students in the Department of Student Affairs. If you need assistance, the telephone number for the Office of Student Housing is (256) 372-5797. The office is located in the Student Center. A \$100.00 non-refundable application fee is required to reserve a room for each school year. Please contact Housing for the deadline for room deposits.

## **OUT-OF-STATE CLASSIFICATION**

Residency, for purposes of fee payment, for a student under 19 years of age, is considered to be the same as that of the parent(s) unless the student is married or has had the disability of non-age removed by court action. A student who is 19 or older may gain in-state classification by giving written intent to establish permanent residence and by providing objective manifestation of a year's participation as a citizen of Alabama. The functioning role as a citizen may begin at age 19 or older; it must be on-going for 12 consecutive months; and it must show clearly a different role from that of a student only. Specific information and guidelines for establishing residency are available through the Office of Admissions.

If a student is billed incorrectly for out-of-state fees, or is not billed at the proper time, it is the student's responsibility to report this to the Office of Financial Services immediately. Financial Services is located in Room 216, Patton Hall.

## **FINANCIAL ASSISTANCE**

Students interested in financial assistance to meet tuition/room and board expenses should go to the Financial Aid Office, 2nd floor, Patton Hall, Alabama A&M University. Submission for Financial Aid is from January 1 through June 30.

## **THE UNIVERSITY HEALTH AND COUNSELING SERVICES**

The University Student Health and Counseling Center is located at 4011 Meridian Street Huntsville, Alabama in the Student Health and Wellness Center. The Center operates an out-patient center that provides for all its students' medical care for minor illness, preventive health measures, health education and counseling. The referral services for those conditions that cannot be handled in the Health Center is also provided. The staff is comprised of a director, administrator, (2) counselors, (1) licensed nurse, (1) nurse practitioner, (1) part time physician and (1) medical doctor.

The Student Health and Counseling Center provides personal and confidential services with a primary medical provider daily. Though students may make an appointment walk-in are accepted. There is a 24/7 doctor on-call after hours emergency service to include a licensed nurse hotline (800) 557-0309. Personal counseling is provided by qualified professionals who foster a warm, caring, and confidential environment. Students incur no out of pocket expense for most services. Third party insurance and EAP plans are accepted. A trained faculty will provide students with a confidential medical excuse on site at the completion of their office visit. Medication dispensary is provided on site with same day services for most medications.

Students should have available their personal insurance identification card. An attempt is made to notify parents or guardians immediately if a student is critically ill, seriously injured or about to undergo surgery.

The University Student Health and Counseling Services is financed in part from a

portion of the University fees paid by students. These fees cover the general medical services, counseling and facilities of the University Student Health and Counseling Services. Charges are made for specialized services, casts, appliances, and special supplies, prescribed drugs, and some laboratory and X-ray studies. The student is responsible for fees for any services of non-staff physicians or consultants, the cost of hospitalization or services other than the Student Health and Counseling Center.

## **LEARNING RESOURCES AND TUTORIAL SERVICES**

A variety of resources are available to students free of charge for assistance with learning skills as well as tutorial services in math, reading, writing, and other subjects.

The Writing Laboratory is a service provided by the Department of English and Foreign Languages. It is a place where all students can go to receive individualized help with basic writing skills. Often students are referred by their instructors, but all students are encouraged to use the services of the Lab. Services provided are scheduled tutorial instruction and drop-in help for immediate assistance. A wide range of learning materials are available with instructional strategies designed to fit the needs and individual learning styles of the students.

## **TESTING SERVICES**

The Testing Services Program, located in the Learning Resource Center, serves as a central clearinghouse for student placement and assessment at the University. Systematic data profiles which indicate student trends are developed and disseminated to appropriate professional personnel to assist in academic advising, curriculum development, career education and job placement.

Additionally, the program administers the GED, GRE, GMAT, LSAT, NTE, ACT, CLEP, NSAPOT and TOEFL. Registration packets are available for the MCAT and other exams.

## **INTERNATIONAL PROGRAM**

The Office of International Programs (OIP), located in Ralph Lee, Room 207 provides a broad range of services and programs specifically designed to meet the unique needs of international students on our campus. Services such as orientation to the University and community, counseling, academic support services, and information about financial assistance are provided by this office.

## **VETERANS SERVICES**

The Office of Veterans Affairs, is located in Carver Complex South room 106. They offer a variety of support services to veterans and dependents of Veterans.

## **CAREER DEVELOPMENT SERVICES INFORMATION CENTER**

Career counseling: Career counseling is available through a student's faculty adviser. Other sources of career counseling available free of charge to students are the Career Development Office Located in Patton Hall room 101.

The CDS Career Information Center houses useful resources that can assist with the job search process. These resources include materials which aid in researching companies of interest as well as providing more general job-related materials.

CDS maintains collections of company binders, videotapes, CDs, DVDs and other literature from companies interviewing on campus which are available for student use. Books, journals and videotapes covering topics such as resumes, cover letters and interviews, are housed in CDS. Items such as the Occupational Outlook Handbook provide information which is helpful in career planning, and other resources list organizations which employ graduates in a variety of majors. Numerous graduate and professional schools provide literature relating to their programs. Additionally, CDS makes available to students several publications which focus on the job search.

## **NATIONAL HONOR SOCIETY FOR ALL MAJORS**

The Alpha Kappa Mu Honor Society is designed to give recognition and encouragement to high scholarship attainment. Any student whose classification is Junior or Senior and who has a cumulative average of 3.00 or better is eligible for membership.

## **UNDERGRADUATE SOCIAL WORK ASSOCIATION**

The purpose of the Undergraduate Social Work Association is to help students develop meaningful relationships with community organizations through service projects and activities; to serve as a vehicle whereby students are able to provide input regarding the BSW Program's activities; to promote academic excellence and professional development of students by encouraging participation in professional meetings, conferences, workshops, and leadership roles.

The Undergraduate Social Work Association is sponsored by the Social Work Program. It is organized and managed by the students. Students select representatives to assist in the administration of the organization. A faculty member serves as an advisor to the organization. The faculty advisor is available to answer immediate questions, and to assist in implementing organization activities.

The Undergraduate Social Work Association extends a personal invitation to each Social Work major to join the organization. Active participation in this organization will enhance professional and academic development. Meaningful and lasting relationships with community organizations can also be developed through participation in the organization.

The Undergraduate Social Work Association was organized in 1976 by the Social Work faculty and students. The organization was established to enhance the academic and professional development of Social Work students and to develop relationships with the community through service projects and activities.

The Undergraduate Social Work Association is open to all majors. Through the organization, students are able to have input collectively into the Social Work Program.

Various projects and activities have been organized at the University and in the community by organization members. Student members have regular meetings to plan activities and work collectively in addressing issues that impact the BSW Program and community at-large.

### **MAJOR SERVICE PROJECTS AND ACTIVITIES**

- Collect food for indigent families
- Assist in preparing information for accreditation self-study
- Organize Social Work Newsletter
- Fund-raising activities
- Planned and organized voter registration drive
- Hosted University-wide Hunger Banquet
- Served as ushers at Disability Awareness Day
- Hosted parties for the Boys/Girls Club
- Adopted an angel at Christmas
- Served as ushers for the Founder's Day Convocation
- Sponsored AIDS awareness activity in the University center



## **PROFESSIONAL ORGANIZATIONS**

### **Phi Alpha National Social Work Honor Society:**

Chi Iota Chapter of Phi Alpha Social Work Honor Society was established during fall 1991 semester at AAMU. The Induction ceremony for charter members was held on April 29, 1992. This organization was developed to advance excellence in social work practice and to encourage, stimulate and maintain scholarship of social work undergraduate and graduate students. It also seeks to improve and further the goals and objectives of social work in the community, state, nation and world. Graduate students are encouraged to seek membership. Requirements for membership include a 3.5 GPA. The induction ceremony is held annually in April.

Motto: "Love of Man"

Colors: "Blue and Gold"

### **Council on Social Work Education (CSWE):**

CSWE is a national organization that preserves and enhances the quality of social work education for practice that promotes the goals of individual and community well-being and social justice. CSWE pursues this mission through setting and maintaining policy and program standards, accrediting bachelor's and master's degree programs in social work, promoting research and faculty development, and advocating for social work education.

### **National Association of Social Workers (NASW):**

This organization for social workers was established in 1955 to strengthen and unify the profession, promote the development of social work practice, advance sound social policies, and interpret the values of social work to the public. *Students are eligible for membership in NASW at a reduced rate.* The membership entitles the student to national, state and local NASW publications and NASW personnel information. There are other direct benefits of being a member of the National Association such as reduction of fees for workshops and other special events. March of each year is National Social Work Month and appropriate activities and workshops are held and honors awarded. Applications for NASW membership can be obtained from any Social Work faculty. *Students must be NASW members prior to entering Field Practicum.*

## **ACADEMIC POLICIES STUDENT RIGHTS AND RESPONSIBILITIES**

The Social Work Program is committed to the provision of academic advising to each social work major, and a faculty adviser is assigned upon the student's enrollment in the program. The student, however, has the major responsibility for the satisfactory completion of his/her degree program. The specific responsibilities of the student include:

1. Planning his/her schedule each term to ensure that there is reasonable progress toward the degree. The faculty adviser will guide and offer counsel in this process.
2. Satisfactorily completing all courses for which he/she registers with a "C" or better in all social work classes.
3. Reviewing the University Catalog and the Social Work BSW Program Handbook to be aware of the academic policies and professional standards governing enrollment in and completion of this degree program.
4. Maintaining contact with his/her faculty adviser during each term for academic planning.
5. Right to participate in registration, advising and following the directives of your academic advisor and or the coordinator of the program.
6. Maintaining a current university email and physical address in the registrar's office and in your permanent student record housed in the BSW Program, which is located in Bibb Graves Hall in order to respond promptly to all communications from the BSW Program or the University.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

To enhance development of a successful social work career, the Undergraduate Social Work student has the following rights and responsibilities:

1. Responsibility to be an assertive and industrious student by staying abreast of all activities of the BSW Program through regular visits with the Social Work faculty and reading the announcements on the bulletin boards, classroom, flyers and through their bulldog email.
2. Responsibility to express attitudes, values and behavior that exemplify commitment to the NASW Social Work Code of Ethics.
3. Right to participate in program activities/committees, by expressing a desire and/or interest in participating.
4. Right to use available resources at the University, including:
  - a. university counselors
  - b. learning resource center (library)

- c. other students
  - d. faculty and staff
  - e. field instructors
  - f. tutorial services
  - g. reading/writing
5. Right to participate in program planning and maintenance as an elected representative of the Undergraduate Social Work Association. Representative will be responsible for sharing information with other social work majors.

### **CLASS ATTENDANCE POLICY**

A student is permitted one (1) unexcused absence for each credit hour generated by the class. For example, two (2) absences are allowed in a two-hour class. Students should follow university policies.

1. Class attendance is expected, as well as, a privilege and students are required to be punctual and prepared. Students should follow university policies.
2. Learning experiences proceed at such a rapid pace that attendance is necessary if students are to acquire the knowledge and develop the competence, skills and strategies that students need to be successful in their endeavors.
3. Students are required to carry out all assigned work and to take examinations and quizzes at the class period designated or via blackboard.
4. Failure to take examinations and quizzes, and/or carry out assignments at the designated times may result in an appropriate reduction in the final grade, except as provided in items 6 and 7 below.
5. Arrangements for make-up work, due to excused absences, must be initiated by the student.
6. Excused absences can be obtained, upon presenting documentation to the Office of Veterans Affairs, is located in Carver Complex South room 106 for the following reasons indicated below:
  - a. **Personal Illness or Illness of a Family Member** – Documentation bearing the signature of Doctors, Dormitory Counselors, Infirmary and/or Hospital Officials, Athletic Trainers, etc. shall constitute proof.
  - b. **Death in the Family** - Funeral programs, newspapers, obituaries, statements from funeral directors shall constitute proof, accompanied by a university excuse
  - c. **Subpoena for Court Appearance** – The student's copy of the

document shall constitute proof.

- d. **Emergencies or Circumstances over which the Student has no Immediate Control.** Appropriate corroboration, documentation and/or explanation shall constitute proof.

## **RIGHT TO ADVISEMENT**

Students have the right to proper advisement. The BSW Program places high value on the advising process. Most faculty members have advising responsibilities as apart of their assignments. The hours available to advisees are posted on the faculty member's office door. It is the student's responsibilities to utilize the faculty members' advising time to their advantage. In unique circumstances student advisement will be done as a group process when students all needing to take the same classes (i.e. Field Instruction, Research and Field Seminar). Frequent contact is encouraged between students and advisers to enable students to receive maximum benefit from the advising process.

Academic advising is essential for all students. It assists in achieving awareness and understanding of each student's abilities and needs. If done effectively, it alleviates students' loss of time and energy, frustration, discontentment, and permanent withdrawal from the University. Joint accountability, by both students and faculty are required in sharing the responsibility of structuring and implementing an educational plan that meets students' needs. Advisement is needed for the personal and professional development of students.

Professional Social Work advisement is carried out by full-time faculty whose educational credentials include Master's Degrees in Social Work. Faculty advisors and students will consult Degree Works to ensure students follow the curriculum for the major and general education requirements. Each student, with a declared major in Social Work, is assigned an advisor. A complete list of Social Work majors are divided between faculty members. Each faculty member is assigned a specific series of the alphabet representing the advisees first letter of their last name. A list of advisors and their advisees is posted on Blackboard and also in a visible area with the Social Work Program building for students to see. When students come in for advisement, they are requested to ask for their advisor by name. If students are not certain, the list is checked. Advisors are available for conferences with advisees regularly throughout the semester. Each faculty member maintains posted office hours throughout the semester. The following times are especially important:

- During registration.
- Before any drop/add changes.

- Prior to a change in major.
- Transfer students coming in for the first time
- Prior to enrolling in Field Instruction.
- Following any report of unsatisfactory academic performance.
- Prior to withdrawal from the University.
- When a student is experiencing personal, social adjustment academic problems.
- Group advisement (for professional development and dissemination of information).
- Senior record checks for graduation.

Students are advised at Freshman Academy when they enter the university. This includes any transfer student who does not have more than 31 hours of accepted transfer credit. Once the student has successfully completed 31 hours they are sent to their major department for further academic advisement, professional development and guidance, record checks; comprehensive review of total performance to assist in the student's career goals and graduation readiness (senior record check).

The Social Work faculty advisor, help advisees develop a plan of study as soon as possible. Each semester's course programs are planned to insure sequential selection of courses. When students choose to take courses other than those recommended, an advisement form is used to document their choice, which requires a signature from their advisor.

In addition to the advisor reviewing the advisee's performance in the total program, the BSW Coordinator of Field Instruction conducts an extensive personal interview with each student prior to his or her acceptance for field instruction. During the senior year, each student must meet with the faculty advisor for a complete record check and comprehensive review of their total performance.

A list of assigned advisors is posted in the Social Work Office. Although advisees are assigned to specific faculty, students are free to seek assistance from the faculty of their choice for most matters.

To change advisors, the student must submit this request in writing to the Chair of the Social Work Program and a copy of the request must also be submitted to the desired advisor.

**In summary the advisor will:**

1. Engage the student in a process of evaluating his/her aptitude and motivation for a career in social work;
2. Engage the student in a process of evaluating his/her performance in the total educational program;
3. Assist the student in selection of courses and program planning in relation to the aim of preparing him/her for beginning social work practice;
4. Assist the student in planning for field education;
5. Refer students with academic or personal problems to appropriate resources within the university and community, e.g., tutorial, medical, psychological, financial, housing, child care, employment, career counseling, etc.
6. Reviewing senior record check

**ACADEMIC PROBATION AND SUSPENSION**

Academic probation and suspension lists are established by the Registrar based on regulations established by the Committee on Academic Standards. Scholastic probation is an identification of students whose grade point average is below University standards:

<u>Semester Hours Completed</u>	<u>Classification</u>	<u>Minimum Quality Point Average Required</u>
0-30	Freshman	1.50
31-63	Sophomore	1.75
64-94	Junior	2.00

A letter from the Registrar notifies students of their probation status. Students on academic probation may be ineligible for Federal Financial Aid and must limit the next semester's course load to 12 credit hours.

Students on academic probation are urged to contact their faculty advisor in the social work program. The advisor and student can discuss factors that may have contributed to the academic difficulty. Low GPA's are frequently an indication of other problems. During this session, the possibility of repeating a course for a better grade can be discussed. Although both grades will appear on the official transcript, only the higher grade will be calculated in the GPA.

Students whose scholastic performance falls below University standards for two consecutive semesters are placed on academic suspension. They must remain out of the University for at least one full semester and then apply for re-admission.

No student on academic probation may hold office in any campus organization, participate in any organized non-class off-campus trip, or officially represent AAMU. This regulation does not apply to participation in activities conducted completely on campus. Participation in such activities, however, may be very limited in scope.

A student's probationary status may be removed by attending summer school. A student on academic suspension who obtains permission from the Vice President for Academic Affairs may also attend summer school. In both instances a satisfactory combined GPA (GPA for the summer session and GPA for the previous semester) must be obtained. Students in either category may attend summer school at Alabama A&M University only to improve overall GPA.

### **CHANGE OF MAJOR**

If and when a Social Work major chooses to change majors, a conference is held with his/her advisor. An in-depth discussion is held with the student regarding the change and future goals. The Social Work advisor assists the student in completing the necessary form. The form is available in the Social Work Office. The form should be completed by the student and signed by their current academic advisor, Department Chairperson and Dean. Once the student has obtained these signatures, they are to take it to the Dean of the school of the new Major/Minor and leave it with that office. The new Dean will forward the completed form to the Office of the Registrar for entry as a part of the student's permanent academic record.

### **TRANSIENT CREDITS**

Students registered at the University who desire to earn, by virtue of work taken at other collegiate institutions, credits to be applied toward their degree at the University must do the following:

1. Seek the approval of their faculty advisor and the Registrar before taking such work.
2. A transient student form must be ascertained from the website of the Registrar's Office.
3. Type all required information on the Transient Form.
4. Receive approval to take a course(s) from their academic advisor.

Once permission has been given the student, advisor and department chair must sign the form before the student can receive permission from the Registrar's Office to take the course at another institution. Once the Registrar's Office has approved, the form is forwarded to Academic Affairs. Official transcripts must be forwarded to the Registrar's Office upon the completion of work.

## **WITHDRAWAL FROM THE UNIVERSITY**

A student who finds it necessary to discontinue college work at any time other than at the end of a semester or summer term must execute the University's withdrawal procedures. These procedures include a withdrawal form and clearing all University accounts. Withdrawal forms can be obtained from the Office of Academic Affairs. The withdrawal is discussed with the advisor. Reasons for future plans are discussed. Grading will be done as follows:

1. A grade of "W" is given in all courses if the student withdraws before the first half of a semester or summer session.
2. When enrolled for a regular semester, a student may not withdraw during the last two (2) calendar weeks prior to the first day of final examinations. In a summer session, a student may not withdraw during the last calendar week prior to the first day of final examinations.
3. A student who fails to file a withdrawal form and clear all university accounts will receive a grade of "F" in all courses, thereby jeopardizing re-admittance to the University.

## **STUDENT RECORDS**

Students may examine their student records/files upon request from their assigned faculty advisor. The faculty advisor must be present when files are examined. With Degree Works, students can view their progress, at their leisure and are able to view classes taken and those needed for completion of their degree. The Family Educational Rights and Privacy Act of 1974 requires educational institutions to adopt guidelines allowing students to have access to their own educational records and prohibiting release of educational records to persons' who are not entitled to access. Therefore, faculty and staff members are responsible for student records. When examining the record with the faculty advisor, the student is entitled to receive an explanation or interpretation of these records.

## **PERSONAL INFORMATION**

Students should notify the BSW Program's secretary if they have changes in personal information (address, telephone number, new name, email). Updated information may be taken at any time and is important for accurate records and correspondence.



## STUDENT EVALUATION

### Evaluation of Students' Academic Performance

Evaluation of a student's academic performance is accomplished through the assessment of work in the classroom and the cumulative grade point average. Faculty are responsible for developing their own grading standards and clearly communicating those standards to students orally and in writing. Students who are not meeting course expectations are informed by the instructor. In many instances, faculty are willing to allow students to re-do assignments if such an arrangement can be mutually agreeable. Faculty turn in grades at mid-term and the end of each semester.

Students will also be evaluated on their Professional Disposition. Please see page 49 for details.

### **Evaluation of Students' Professional Development – Undergraduate Professional Portfolio**

The portfolio is a treasure chest for your academic and professional development that is submitted and stored on Blackboard. It is designed to serve as a visual aid for the student to demonstrate collective work attained throughout their academic career in the BSW Program at Alabama A&M University. The timeframe for gathering an account of your development will begin with your entry into the program and end upon your entry into the profession. This tool is purposeful as it presents the growth and academic achievements in the attainment of skills, knowledge and professional ethics and values. Importantly, it will provide an orderly accurate assessment of the candidate (student) for graduation readiness to enter the professional workforce or the attainment for an advance degree. It is guided by the student's ability to demonstrate:

- Creativity of achievements in an orderly and visual manner
- A visual demonstration of personal and professional growth
- Reflect and demonstrate all nine Council on Social Work (CSWE) 2015 EPAS Social Work Competencies
- Licensure Preparation Activities and Licensure Action Plan After Graduation
- An Action Plan for Advance Studies
- Attendance at workshops, social work career day and conferences
- Levels of goal attainment reflective of the BSW Program
- Verbally – highlights of personal and professional qualities
- The ability to present in class, at seminars, workshops or conferences
- Volunteerism
- Social Work Association Participation/Governance
- Phi Alpha – National Honor Society (Membership Only)
- National Association of Social Work (NASW) and other professional memberships

- Code of Ethics and Professional Standards of Conduct (Demonstration)
- Leadership attainment through serving as an Ambassador (Recruitment and other duties)

### Evaluation of Students in Field Instruction

Agency Field Supervisors are responsible for evaluating the student's performance in the Field Practicum. Agency Field Supervisors recommend satisfactory or unsatisfactory for the work done by the student during the semester, but the BSW Coordinator of Field Instruction reserves the authority to assign the final grade.

Performance criteria for students in the Field Practicum combine learning objectives derived from the program's curriculum and those which are relevant to the specific agency. For example, required learning objectives include those which are relevant to the specific agency. Students are evaluated in terms of progress made toward achievement of the competencies identified in their field learning contracts. Field learning contracts are negotiated between the student and agency Field Supervisor at the beginning of the field practicum. The competencies identified in field learning contracts incorporate learning activities and outcomes consistent with the requirements for the BSW program, the professional foundation, and the liberal arts concentration.

## **FIELD INSTRUCTION**

### Purpose

SWK 414 Field Instruction (8 credit hours) and SWK 414L Field Instruction Seminar (3 credit hours) is an integral component of the curriculum in social work education. The purpose is to teach students to apply professional knowledge, skills, and values in understanding the client delivery system and to perform the varied functions and roles of the professional social worker. The field practicum experience offers educationally-directed opportunities for students to learn by participating in the actual delivery of services to individuals, families, groups, organizations/institutions and communities. The BSW Program offers placements in both public and private agencies in diverse areas of social work practice. The field social work model used by the BSW Program is the block placement. Students are required to complete 480 hours in the block placement. To be eligible for Field Instruction, students must have completed all courses in the curriculum except SWK 415 Senior Seminar in Research. This course is offered during the spring and fall semesters.

### **FIELD INSTRUCTION (APPLICATION & PLACEMENT)**

The pre-placement process for field instruction is as follows:

1. A senior record check is completed jointly by the student and a faculty adviser. A record check is a thorough examination of the student's transcript to determine

courses passed, missing grades, etc. This assessment is done twice; the initiate assessment during the second semester of the junior year and a follow up assessment the first semester of the senior year prior to entering the field component.

2. Admission to Field Instruction is recommended or not recommended by the faculty adviser based on the completed required prerequisites assessed during the senior record check.
3. If a student is granted approval to enroll in field instruction, he/she is given a Field Instruction application to complete. Assistance in completing the application is available through the BSW Coordinator of Field Instruction
4. If a student is not approved for field instruction based on incompleteness of required prerequisites, the faculty adviser develops a plan to enable the student to complete the requirements needed prior to entering the field component.
5. The faculty advisor will submit the student's name after reviewing their record for appropriateness for SWK 414 and SWK 414L (Field Instruction Seminar).

## **THE PLACEMENT PROCESS**

### Placement Policy

Placements are recommended by the BSW Field Coordinator of Field Instruction based on careful screening of the agencies and the students' needs. The best possible matches are made with the educational goals of the field program and curriculum uppermost in mind. All placements are generic settings capable of offering opportunities for generalist practice with individuals, families, groups, organizations and communities and at-risk populations in Northern Alabama and the Birmingham area.

### **Pre-Placement Procedures:**

1. During the first semester of the senior year (fall or spring) students receive an orientation from the BSW Coordinator of Field Instruction and current field students at a reception. This meeting gives students general information on the field program, policies and procedures (The BSW Field Manual is reviewed at this time). All potential candidates for senior field instruction are expected to attend this orientation dressed professionally and ready to ask questions.
2. After this meeting, students initiate the process of applying for senior field instruction through their faculty advisors. A record check of all required courses is completed jointly by the student and faculty advisor. A record check is a thorough examination of the student's transcripts to determine courses passed and failed, missing grades, transfer waivers, if applicable, current GPA, insurance coverage (liability and automobile), criminal background check, etc.

3. If a student has not met requirements for senior field instruction, a plan to remove the deficiencies is prepared by the faculty advisor.
4. The student is recommended or not recommended by the faculty advisor based on the completion of prerequisite requirements assessed during the record check. Students must have a 2.50 GPA to enroll in field instruction.
5. After the senior record check is completed, a referral of the student's readiness to enroll in senior field instruction is forwarded to the BSW Coordinator of Field Instruction. This form begins the field instruction placement process.
6. The student is given a field instruction application to complete and a meeting is arranged to discuss the application and field instruction readiness form. If needed any questions regarding the completion of the application is answered by the BSW Coordinator of Field Instruction.
7. After an individual meeting with each student approved for field instruction, the BSW Coordinator of Field Instruction will make specific placement assignments and notify the student in a pre-arranged meeting. Prior to notification of the student, the BSW Coordinator of Field Instruction will make appropriate arrangements with the agency Field Supervisor.
8. The student is approved to arrange a pre-placement interview with agency Field Supervisor at the proposed placement site. The student is responsible for arranging his/her pre-placement interview within one week of notification by the BSW Coordinator of Field Instruction. At this interview, the student will provide the agency Field Supervisor with an updated resume' and placement confirmation form.
9. The purpose of this pre-placement interview is to:
  - a. provide an opportunity for the agency field instructor and student to determine the suitability of the placement in relation to the educational needs of the student and the generalist practice requirements of the Program.
  - b. discuss any relevant conditions of placement.
  - c. acquaint the student with the agency and its functions.

### **AGREEMENT BETWEEN STUDENT, AGENCY AND UNIVERSITY**

Prior to beginning Field Placement all students are required to read and understand the rules and regulations pertaining to the hours of operation of the Field Placement Agency working with the BSW Social Work Program. Field Placement hours are to be conducted Monday through Thursday from 8:00 a.m. to 4:30 p.m. with a thirty- minute lunch or 8:00 a.m. to 5:00 p.m. with an hour lunch. These hours are not to be rescheduled or rearranged under any circumstances. Students are expected to make all necessary accommodations prior to Field Placement regarding work schedules and child care. Personal responsibilities

are not to conflict with the required hours of the mandatory Field Placement Assignment.

Students are aware of their responsibilities to transport and/or travel during the field placement process. It is a requirement to have reliable transportation daily in order to complete the Field Placement Assignment.

### **Agency Interview:**

1. Each student must schedule a personal interview with the agency field supervisor. If the placement is agreeable to both the agency field supervisor and the student, the placement is confirmed by the Agency Field Supervisor by notifying the BSW Coordinator of Field Instruction in writing.
2. If a placement is not acceptable to either the Field Supervisor or the student, an alternative placement will be recommended following the above procedure.
3. Students are given one recommended placement at a time. If the first-choice placement is confirmed by the student and agency representative, no additional referrals are made. If the placement is not confirmed, a second meeting is held with the student to re-assess his/her learning needs, interests and recommend a second placement possibility.

During the placement process, the Faculty Adviser is available to answer questions. If problems arise related to the placement, the adviser should also be consulted. During the duration of the placement, a faculty member is appointed to visit the student and field instructor in the agency. This person is referred to as “faculty liaison.”

### **Criminal Background Clearance:**

All students are required to complete a criminal background check through the designated provider for the AAMU BSW Program. Students will not be assessed for placement without having completed the criminal background check as part of their application for field. Additionally, students are required to inform the class professor of any criminal offenses prior to them applying to participate in the BSW Program Entrance Interviews which take place in SWK 202 – Introduction to Social Welfare and Social Work course. While the AAMU Social Work Field Department may be able to locate social service agencies that are willing to work with social work students who have past criminal offences, it is not guaranteed that the student will or can be placed to complete the internship hours required for graduation. Furthermore, a history of criminal offenses may prevent eligibility for social work licensure in the future. Students will be advised of the aforementioned prior to acceptance into the BSW Program.

### **Liability Insurance:**

All students are required to secure professional liability coverage prior to entering the actual field placement. This coverage must be secured at the expense of the student through the NASW student professional Liability Insurance Program. Applications not conforming to this schedule will not be accepted.

## **USE OF EMPLOYMENT FOR FIELD PLACEMENT AND SUMMER PLACEMENT**

There is no BSW field placement during the summer. Students are not permitted to use their workplace to fulfill all or part of their field requirement. In case of an exception, students will follow the Placement Process Policy which can be found in the AAMU BSW Field Manual

## **NASW MEMBERSHIP**

Students are required to join NASW before entering field.

## **DROP-ADD**

A faculty advisor in the BSW Program is available to sign drop-add forms. Advisement takes place when changes are made in the student's course load. These changes include:

1. Correction of erroneously inserted reference number.
2. Changes due to the necessity to repeat a course.
3. Changes due to a change of major.
4. Changes due to wishes of the student.
5. Changes from one section to another.
6. Changes due to advisor recommendation.
7. Other reasons not determined to be a University change.

## **ACADEMIC ADVISEMENT SENIOR RECORD CHECK**

A thorough advisement session is held with each senior level student. This session usually takes place during the first semester of their junior year. Students and advisor discuss the remaining courses needed for graduation. The Record Check form is completed by the student with the advisor checking the information on the form to ensure that it is consistent with the student's transcript. The application for graduation is obtained from the BSW Program and is completed by the student and their program advisor. The Senior Record Check and graduation application (same application) is thoroughly reviewed then signed by the advisor, department chair, and the student. Once the form has been signed it is turned in to the Department Chair. The Chair will then turn them in as one group to the Dean who will then submit them all to the Registrar's Office to be processed.

## **GRADUATION REQUIREMENTS**

Graduation requirements are as follows:

1. Satisfactory completion of the Social Work curriculum in the School of Education, Humanities and Behavioral Sciences. This includes completion of all general education requirements, including any special requirements established by the University.

2. Achieve a minimum quality point average of "C" or 2.5.
3. Complete the final thirty semester hours at A&M University.
4. Submit to the Vice President for Academic Affairs and application to become a candidate for graduation.

(see current Alabama A&M University Bulletin)

### **RECOGNITION OF ACADEMIC ACHIEVEMENT**

The University recognizes high academic achievement by designating three classes of honors at graduation as follows:

**Summa Cum Laude:** Students graduating with the degree designated "Summa Cum Laude" shall have maintained a quality point average of 3.80 to 4.00 for all college level work.

**Magna Cum Laude:** Students graduating with the degree designated "Magna Cum Laude" shall have maintained a quality point average of 3.50 to 3.79, for all college level work.

**Cum Laude:** Students graduating with degree designated "Cum Laude" shall have maintained a quality point average of 3.00 to 3.49, for all college level work.

### **REPEATING COURSES**

Any student who is regularly registered for any course and who satisfies the requirements shall receive credit, except that no student shall receive credit for the same course twice, unless the course description specifically states that the course may be repeated for credit. A student may repeat a course which he has passed only with consent of the Dean of his school and of the instructor of the course, such consent to be filed in writing with the Office of the Registrar. In such cases, credit shall be allowed only once in the computation of the quality point ratio.

A student may repeat a course that he has failed ("F"). Only the highest grade will be included in this grade point average. Credit will be allowed only once. Failing grades WILL NOT BE deleted from the student's records. (see current Alabama A&M University Bulletin)

### **CREDIT BY EXAMINATION**

College Level Examination Program  
(CLEP)

CLEP, a nationwide system of credit by examination, is administered at many colleges and universities to award college credit to those who earn the designated minimum acceptable score. There are five (5) General Examinations and 30 specific Subject Examinations. The General Examinations measure college-level achievement in five basic areas of the liberal arts: English Composition, Humanities, Mathematics, Natural Sciences and Social Sciences-History. The Subject Examinations measure achievement in specific college courses and are used to grant exemption from and credit for these courses.

The CLEP examinations are a computer based test. It can be taken throughout the year based on appointment. A completed CLEP registration form must be received by the Testing Services Center before a test date will be assigned.

Enrolled students who want to take a CLEP examination to substitute for a specific course, or obtain additional information about the CLEP, should contact the Testing Services Program. Credit awarded through the CLEP must be recorded on a student's transcript no later than the end of the first semester of the junior year. (see current Alabama A&M University Bulletin)

### **VISITING STUDENT PROGRAM**

A cooperative arrangement exists with the University of Alabama in Huntsville, Athens State College, John C. Calhoun State Community College, Oakwood University and Alabama A&M University, whereby a student at any of the participating institutions may request permission to attend a class at one of the other schools. Conditions governing the granting of permission include the following:

1. The student must be a full-time student.
2. The total load must not exceed the maximum of hours established.
3. The student must have an overall average of "C" or better.
4. The course desired must be unavailable at the student's home institution at the desired time.
5. The student's request must be approved by his advisor and other appropriate personnel.
6. Permission of the instructor teaching the course is dependent upon availability to space for the visitor after its own students are accommodated.
7. Enrollment must be completed prior to the initial meeting of the class at the visiting University. (see current Alabama A&M University Bulletin)

### **PROFESSIONAL STANDARDS COMMITTEE**

When a student is identified as not meeting academic standards, not maintaining a 2.5 academic average, and not adhering to ethical and value expectations, as presented in the NASW Code of Ethics, and experiencing problems that prevent the student from functioning, demonstrate behavior that is criminal in nature or has incurred a criminal offense (felony) that student is initially approached by the major adviser or referred to the departmental Professional Standards Committee. The undergraduate social work faculty as a group meets with the student if behavior persists and strongly urges the student to pursue another career. If the student refuses, then the faculty may vote to terminate the student's enrollment in the BSW Program. The student has the right to appeal as outlined in the University Undergraduate Bulletin.

In addition, students have various opportunities for self-assessment. These



opportunities for self-assessment include field experiences and co-curricular activities. As a part of the routine advisement process, faculty assists in the redirection of students who deselect Social Work. Recommendations for tutorial services are made by program faculty. Students who are unable to maintain a 2.50 average are advised to rethink their educational goals and objectives.

Students receiving a failing grade (“D” or “F”) twice in the same social work course including field practicum, will be referred to the Professional Standards Committee for disposition. If the decision is made to terminate the student from the BSW Program, then the student will be required to meet with their faculty advisor to arrange a referral for career assessment and change of major plan. Students who demonstrate unethical behavior and/or unprofessional conduct, while practicing in an agency will be referred to the Professional Standards Committee for review and disposition.

### **ADVISEMENT OF GRIEVANCE**

Students in the BSW Program who have grievances can follow the outline below (chronological order), and refer to the undergraduate bulletin, which will provide detailed information on procedures.

#### **CHAIN OF COMMAND FOR EXPRESSING GRIEVANCES**

<b>ACADEMIC GRIEVANCE</b>	<b>PERSONAL GRIEVANCE</b>
<ul style="list-style-type: none"> <li>➤ Student</li> <li>➤ Faculty</li> <li>➤ Program Coordinator</li> <li>➤ Department Chair</li> <li>➤ Dean</li> <li>➤ Academic Provost Assistant Vice President for Academic Affairs</li> <li>➤ President of University</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student</li> <li>➤ Faculty</li> <li>➤ Program Coordinator</li> <li>➤ Department Chair</li> <li>➤ Dean</li> <li>➤ Vice President Student Affairs</li> <li>➤ President of University</li> </ul>

## **SOCIAL WORK COMMITTEES**

Students are encouraged to participate on the committees within the Social Work Program. This experience affords students the opportunity to have input into policy and planning for the Social Work Program as well as group interaction. For more detail on Social Work committees please see a faculty member.

## **NASW CODE OF ETHICS**

### **SUMMARY OF MAJOR PRINCIPLES**

#### **I. The Social Worker's Conduct and Compartment as a Social Worker**

- Propriety. The social worker should maintain high standards of personal conduct in the capacity or identity as a social worker.
- Competence and Professional Development. The social worker should strive to become and remain proficient in professional practice and the performance of professional functions.
- Service. The social worker should regard as primary the service obligation of the social work profession.
- Integrity. The social worker should act in accordance with the highest standards of professional integrity.
- Scholarship and Research. The social worker engaged in study and research should be guided by the conventions of scholarly inquiry.

#### **II. The Social Worker's Ethical Responsibility to Clients**

- Primary of Clients' Interests. The social worker's primary responsibility to clients.
- Rights and Prerogative of Clients. The social worker should make every effort to foster maximum self-determination on the part of clients.
- Confidentiality and Privacy. The social worker should respect the privacy of clients and hold in confidence all information obtained in the course of professional service.
- Fees. When setting fees, the social worker should ensure that they are fair, reasonable, considerate, and commensurate with the service performed and with due regard for the clients' ability to pay.

#### **III. The Social Worker's Ethical Responsibility to Colleagues**

- Respect, Fairness, and Courtesy. The social worker should treat colleagues with respect, courtesy, fairness, and good faith.
- Dealing with Colleagues' Clients. The social worker has the responsibility to relate to the clients of colleagues with full professional consideration.

**IV. The Social Worker's Ethical Responsibility to Employers and Employing Organizations**

- Commitments to Employing Organizations. The social worker should adhere to commitments made to the employing organizations.

**V. The Social Worker's Ethical Responsibility to the Social Work Profession**

- Maintaining the Integrity of the Profession. The social worker should uphold and advance the values, ethics, knowledge, and mission of the profession.
- Community Service. The social worker should assist the profession in making social services available to the general public.
- Development of Knowledge. The social worker should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

**VI. The Social Worker's Ethical Responsibility to Society**

- Promoting the General Welfare. The social worker should promote the general welfare of society.

## AAMU Sexual Harassment Complaint Procedures

Alabama A& M University (AAMU) is committed to a work environment in which all individuals are treated with respect and dignity. Therefore, discrimination or harassment based on age, race, gender, color, religion, national origin, disability, genetic information, sexual orientation, covered veteran status, or any other characteristics protected under state, federal, or local law will not be tolerated.

Any Alabama A& M University ("AAMU") faculty or staff member ("affiliated individual") who believes he or she has been sexually harassed by another AAMU affiliated individual should report the incident to the Director of Human Resources/EEO ("Director"). A student may report the incident to the Department of Public Safety, Vice President for Student Affairs, Associate Vice President (VP) for Student Affairs and/or Director of Counseling Services, who will inform the Director of the complaint. The Director will notify the Associate VP for Student Affairs of any complaint reported directly by a student. Student against student complaints are investigated by the Associate VP for Student Affairs. Employees against student complaints are investigated by the Associate VP for Student Affairs in conjunction with the Director. All other complaints, including complaints against employees are investigated by the Director. At the conclusion of the investigation, the Director will normally take one of the following courses of action:

## AAMU Non-Discrimination Statement

In compliance with Title IX of Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, AAMU is committed to an educational and work environment in which all individuals are treated with respect and dignity. Therefore, discrimination or harassment based on age, race, sex (which includes gender, gender identity, and gender expression), color, religion, national origin, disability, genetic information, sexual orientation, covered veteran status, or any other characteristics protected under state, federal, or local law will not be tolerated. This applies to all applicants, employees, students, guests, vendors, and persons doing business with the University.

## **AAMU BSW Program Guidelines for Virtual Classes**

### **Office Hours**

Office Hours will be held by your professor through Zoom, Collaborate, or face to face. Please ensure that you are reaching out to your professor during office hours. Please see the Virtual Office Hours Announcement posted in Blackboard.

### **Blackboard Collaborate/ Zoom/ Teams Classes**

Classes will be held according to their designated delivery method. Classes that are synchronous online, staggered synchronous (Hyflex, AmFlex, etc) will meet LIVE during the regular scheduled class time. You are expected to be in attendance for each class session. Classes will be held via Blackboard Collaborate, Zoom, or Teams unless directed otherwise. All assignments will be turned in via Blackboard.

### **Professional Disposition and Expectations in Virtual Classes:**

Students will receive a professional disposition grade at the end of the semester for their conduct during their virtual classes (Please note that professors may record their online classes). Students are expected to follow the guidelines below:

- Please be stationary and arrive on time when entering the virtual classroom (choose a location that is suitable and quiet enough for you to concentrate and not be distracted or not distract others in the virtual classroom).
- Attendance will be taken by student's logging into and remaining in the virtual classroom until the class is finished (your name will appear in the screen when you enter the class).
- Use your laptop or desktop computers at all times, if possible, as the connection to the virtual classroom will work more effectively.
- Students **MUST** be present throughout the entire virtual classroom in order to receive attendance credit.
- Students **MUST** have their video enabled for the duration of the class, unless directed otherwise.
- If you are using a webcam, please be dressed appropriately and in an upright position (no sleepwear, do-rags etc.)
- Refrain from engaging in activities that are distracting to others while class is being conducted.
- Students are expected to participate in the virtual classroom by interacting with peers and the professor. This includes participating in class discussions during the live classes.
- Please check Blackboard and your email regularly for updates.
- If in doubt about an assignment etc., do not hesitate to call your professor directly rather than rely on hearsay or group chats (ignorance is not bliss when it comes to your grades).

### **Technical Assistance**

If you experience any personal or technical difficulties with joining any of your virtual classrooms in the BSW Program, please reach out to your professor(s) as soon as possible to minimize confusion and protect your grade. We are here for you and we want to do all that we can to make this necessary transition as smooth as possible.

## **SOCIAL WORK PRACTICE COMPETENCIES**

Consistent with the curriculum standards of the Council on Social Work Education and articulated in the Educational Policy and Accreditation Standards (EPAs) (Revised, 2010/Updated 2012; Revised 2015), the MSW curriculum prepares its graduates for advanced practice through mastery of core competencies augmented by knowledge and practice behaviors specific to a concentration. Competencies are measurable practice behaviors that are comprised of knowledge, skills and values. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The nine core competencies along with the accompanying practice behaviors are outlined below:

### **Competency 1 –Demonstrate Ethical and Professional Behavior**

- a) make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- b) use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- c) demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- d) use technology ethically and appropriately to facilitate practice outcomes; and
- e) use supervision and consultation to guide professional judgment and behavior.

### **Competency 2- Engage Diversity and Difference in Practice**

- a) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- b) present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- c) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3-Advance Human Rights and Social Economic, and Environmental Justice**

- a) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- b) engage in practices that advance social, economic, and environmental justice.

### **Competency 4- Engage in Practice-informed Research and Research –informed Practice**

- a) use practice experience and theory to inform scientific inquiry and research;
- b) apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- c) use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5- Engage in Policy Practice**

- a) Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- b) assess how social welfare and economic policies impact the delivery of and access to social services;
- c) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Competency 6- Engage with individuals, Families, Groups, Organizations and Communities**

- a) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7- Assess Individuals, Families, Groups, Organizations and Communities**

- a) collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- c) develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- d) select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8- Intervene with Individuals, Families, Groups, Organizations and Communities**

- a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- c) use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- d) negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- e) facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- a) select and use appropriate methods for evaluation of outcomes;
- b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

- c) critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- d) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.



## Alabama A & M BSW Program Professional Disposition Form

Course: \_\_\_\_\_

Semester: \_\_\_\_\_

Student: \_\_\_\_\_

CSWE 2015 EPAS Professional Behaviors 1: a,b,c,d,e	No Evidence  0	Does Not Meet Requirement  1	Minimally Meets Requirement  2	Meets Requirement  3	Exceeds Requirement  4
Student attends Class regularly					
Student arrives to class on time					
Student actively participates in class discussions and exercises					
Student avoids excessive use of cell phone (texting)					
Student avoids excessive walking in and out of class/disruptive behavior					
Student avoids excessive talking in class					
Student comes to class prepared. Avoids completing work for other courses during class time					
Student communicates and interacts with peers and instructor in a professional manner (electronic and in-person communication)					
Student demonstrates the ability to receive constructive feedback regarding progress in class. Will seek support services if recommended					
Student adheres to the AAMU Student Conduct Code (dress, not plagiarizing papers)					

## BSW Student Handbook Acknowledgement Form

As a social work student within the Alabama A&M University BSW Social Work Program, I have read the Alabama A&M University BSW Social Work Program Handbook which outlines the expectations and requirements for students accepted into the AAMU BSW program. As a Social Work student at AAMU, I agree to:

- Adhere and commit to the NASW Code Ethics in my interactions with peers, faculty, staff and all I come into contact with including my field instruction placement (failure to adhere to the NASW Code of Ethics and engaging in criminal activity may result in disciplinary action and/or termination from the BSW Social Work Program).
- Follow the academic policies as outlined in the Student Handbook and Undergraduate Bulletin for Alabama A&M University
- Complete the admission requirements and process required for the BSW program and the BSW Field Instruction Program
- Fulfill the requirements of the BSW Program in regards to matriculation and graduation which includes:
  - maintaining a minimum 2.50 GPA throughout my tenure in the program
  - Seeking advisement prior to registering for courses and taking courses in sequential order
  - Passing all social work courses with a grade of C or higher

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Printed Name

Date: \_\_\_\_\_

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