

STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

**SCHOOL OF SOCIAL
WORK**

**UNDERGRADUATE PROGRAM
HANDBOOK**

**Bachelor of Science in Social
Work**



**FLORIDA
INTERNATIONAL
UNIVERSITY**

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BSSW PROGRAM MISSION STATEMENT

As a vital, contributing member of the South Florida community, the undergraduate social work program is committed to preparing its students for generalist practice in diverse, urban communities, locally and globally with an emphasis on understanding and serving individuals, families, groups, organizations and communities. Grounded in the professional social work values and ethics, the program educates students with skills and knowledge based on scientific inquiry and collaborative engagement to promote human and community well-being.

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I. FLORIDA INTERNATIONAL UNIVERSITY

Florida International University is a comprehensive, multi-campus urban research institution which is committed to providing both excellence and access to all qualified students desiring to pursue higher education. The University was established by the Florida State Legislature on June 22, 1965. It is a member Institution of the State University System of Florida. Classes began at the University Park Campus on September 19, 1972, with an initial enrollment of almost 6,000 upper-level undergraduate and graduate students. The Biscayne Bay Campus in North Miami opened in 1977. In July 1981, the Legislature funded the University to become a four-year institution and in August, 1981, the first freshman class was admitted. In 2014, the enrollment grew to over 54,000 students.

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

The School of Social Work is housed within the Robert Stempel College of Public Health & Social Work (RSCPHSW), accredited by the Council on Education for Public Health (CEPH). The Robert Stempel College of Public Health & Social Work is unique among the nation's accredited schools of public health in its interdisciplinary structure which combines the five major disciplines of public health in partnership with the disciplines of nutrition, dietetics and social work. This special blend of disciplines and programs afford students with the opportunity to better explore and understand the interrelatedness of social, biological, environmental and cultural determinates of health and well-being. The RSCPHSW strongly strives to reflect the diversity of the greater community so as to maximize its understanding and effectiveness in providing cross-cultural health and mental health services in today's heterogeneous mix of cultures and languages. All students in the College are required to be grounded in basic public health knowledge.

III. SCHOOL OF SOCIAL WORK

The Social Work Program was established in 1972, when the University began offering academic programs. The School offers undergraduate and graduate studies leading to the bachelor's (BSSW) and master's (MSW) degrees in Social Work and also offers a Doctor of Philosophy (Ph.D.) in Social Welfare. The BSSW program was one of the first degree program offerings in the University. The BSSW program has been accredited since July, 1974, by the Council on Social Work Education (CSWE). The MSW degree program has been offered since August, 1981 and received full accreditation status in April, 1986 by CSWE. The School is located on the Modesto A. Maidique Campus.

The School of Social Work offers programs of professional study which prepare graduates to work effectively in complex human service organizations. These organizations may be located in governmental and voluntary settings within the community, regional, state, and national systems. Emphasis is placed on achieving a comprehensive, developmental, and community-oriented understanding of problems, issues, alternatives, and needs of an urban society faced

with rapidly changing social, political, economic and cultural conditions.

Educational opportunities offered in the BSSW program are designed to prepare students for generalist social work practice working with individuals, families, groups, communities, and organizations. The BSSW degree also prepares students for entrance into graduate schools of social work and for participation in society as informed citizens.

Many graduate schools of social work give advanced standing to students with a bachelor's degree in the field. At FIU, qualified students with a BSSW degree may enter the graduate program with advanced standing and complete their MSW program of study with a minimum of 31 credits. (For admissions criteria for the master's degree offered by the FIU School of Social Work see the Graduate Program Handbook.)

The program received full unconditional reaccreditation from the Council on Social Work Education, the national accrediting body, in the spring of 2008. The educational policy statement of the Council on Social Work Education can be accessed at www.cswe.org.

IV. SOCIAL WORK AS A PROFESSION

Social work is an action-oriented profession which challenges many thoughtful people who are sensitive to the complex problems facing individuals and communities in modern society. The social work student seeks to acquire both knowledge about man and society and skills in helping people use their own resources - individual, familial, community - in meeting their needs.

Social workers are employed in a wide variety of public and voluntary community agencies - welfare departments, family and children's agencies, group-serving agencies, hospitals, courts, community-development programs, housing authorities, etc. The holder of the bachelor's degree in social work is eligible for many entry-level positions in such agencies.

V. UNDERGRADUATE SOCIAL WORK PROGRAM

The undergraduate social work program offers an integrated educational experience that combines the theoretical and the practical. It is designed to prepare the student for beginning generalist practice in social work and for participation in society as an informed citizen.

A typical student begins taking upper-division social work courses after having earned two years of college credit (60 semester hours) and completes the social work degree requirements in two additional years of study, or the equivalent in part-time study. Upon completion of the program, the student receives the degree of Bachelor of Science in Social Work (BSSW).

A full-time social work student is eligible for student membership in the National Association of Social Workers. A graduate may become a regular member of the Association. Students are also invited to join the Student Social Work Association at the University and Phi Alpha Honor Society, the social work honor society.

VI. BSSW PROGRAM GOALS

The goals of the undergraduate program are derived from the BSSW program mission statement and are consistent with CSWE's Educational Policy.

The goals of the BSSW Program are to:

- A. Provide curricula for generalist practice that build on a liberal arts foundation and the person and environment construct.
- B. Educate students of generalist practice to identify with the social work profession grounded in its history, values, and science and to recognize, support, and build on the strengths and resiliency of all human beings.
- C. Prepare students to engage, assess, intervene with, and evaluate diverse and multi-cultural individuals, families, groups, organizations and communities in order to promote human and social well-being.
- D. Educate students to promote policies, services, and resource allocation in order to advocate for human rights and social and economic justice.
- E. Prepare students to develop and use critical thinking and apply ethical principles in their practice.
- F. Provide students with the ability to engage in research-informed practice, collaborative engagement, and be proactive in responding to the impact of context on professional practice.

VII. CORE COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS

The core practice competencies are designated in the 2008 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE). CSWE has operationalized these competencies for generalist practice by identifying 41 practice behaviors defined as “a set of measurable practice behaviors that are comprised of knowledge, value and skills.”

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors (PB):

- 1. Advocate for client access to the services of social work;
- 2. Practice personal reflection and self-correction to assure continual professional development;
- 3. Attend to professional roles and boundaries;
- 4. Demonstrate professional demeanor in behavior, appearance, and communication;
- 5. Engage in career-long learning; and
- 6. Use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Practice Behaviors:

7. Recognize and manage personal values in a way that allows professional values to guide practice;
8. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
9. Tolerate ambiguity in resolving ethical conflicts; and
10. Apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
12. Analyze models of assessment, prevention, intervention, and evaluation; and
13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Practice Behaviors:

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege or power;
15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
16. Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
17. View themselves as learners and engage those with whom they work as informants.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

Practice Behaviors:

18. Understand the forms and mechanisms of oppression and discrimination;
19. Advocate for human rights and social and economic justice; and
20. Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Practice Behaviors:

21. Use practice experience to inform scientific inquiry and
22. Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Practice Behaviors:

23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
24. Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

25. Analyze, formulate, and advocate for policies that advance social well-being; and
26. Collaborate with colleagues and clients for effective policy action.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Practice Behaviors:

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Educational Policy 2.1.10(a)—Engagement

Practice Behaviors:

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
30. Use empathy and other interpersonal skills; and
31. Develop a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Practice Behaviors:

32. Collect, organize, and interpret client data;
33. Assess client strengths and limitations;
34. Develop mutually agreed-on intervention goals and objectives; and

35. Select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Practice Behaviors:

- 36. Initiate actions to achieve organizational goals;
- 37. Implement prevention interventions that enhance client capacities;
- 38. Help clients resolve problems;
- 39. Negotiate, mediate, and advocate for clients; and
- 40. Facilitate transitions and endings.

Educational Policy 2.1.10(d)—Evaluation

Practice Behaviors:

- 41. Critically analyze, monitor, and evaluate interventions.

VIII. ADMISSION

A. Requirements

1. Students entering FIU as freshmen:
Admissions criteria are the same as the general FIU criteria for freshmen.
2. Student entering FIU as Transfer students with less than 60 earned, approved credits
Admissions criteria are as follows:
 - General FIU criteria for Transfer students with less than 60 earned, approved credits.
 - Additional requirements specific to the School of Social Work:
 - For admission with fewer than 30 credits, the School of Social Work **also** requires students to have a minimum cumulative GPA of 2.5 in your college-level courses.
 - For admission with less than 45 credits, the School of Social Work **also** requires students to have a minimum cumulative GPA of 2.75 in your college-level courses and a “C” or higher in any pre-requisite taken (see below for list).
 - For admission with 45-59 credits, the School of Social Work **also** requires students to meet the criteria listed below under # 3.
3. Students transferring to FIU with 60 or more earned, approved credits
In addition to the general FIU Transfer Admissions criteria for students with 60 credits or more, the following criteria must be met:
For admission with 60 or more credits, the School of Social Work requires students to have a minimum cumulative GPA of 2.75 in your college-level courses and have completed one course in each of the following with a “C” or higher:

Statistics - STA 2023 or STA 2122 or other Statistics course.

Biology with Human Content - BSC 1010 or BSC 2023 or other Biology course with

human content.

Psychology - PSY 2020 or DEP 2000 or other Psychology course.

American Government - POS 2041

Economics - ECO 2013 or ECO 2023

Sociology - SYG 2000 or SYG 2010 or other Sociology course.

If you meet the FIU Admissions criteria for Transfer Students with 60 credits or more, but do not meet the above criteria, you will be admitted to FIU and housed and advised in Undergraduate Education's Exploratory Global and Social Sciences Track.

All University Graduation Requirements, including the University Core Curriculum, foreign language and global learning, as well as the program requirements in statistics, human biology with human content, and the required social sciences (psychology, sociology, economics and American government), must be completed before field work in the senior year.

B. Procedures

An application form and additional material may be obtained online at www.fiu.edu. Completed applications and supporting material, including official transcripts, must be received in the University Office of Admissions by deadline dates set by the Office.

IX. DEGREE REQUIREMENTS BACHELOR OF SCIENCE IN SOCIAL WORK

The Handbook in effect when the student enters the social work program as a major governs his/her graduation requirements.

A. General Requirements

1. The candidate for the degree must complete the core curriculum requirements, as defined by the University. These requirements are specified in the University catalog. All students must complete a minimum of 8 semester hours in a foreign language or two years of the same foreign language in high school and the global learning requirements. In addition, students must meet the pre-requisites (with a minimum grade of "C") of one 3-semester-credit hour college course in Human Biology, one course in Statistics, and one course from each of the following areas: Psychology, Sociology, Economics and American Government.

All students are required to obtain a copy of the FIU catalog upon admission. Students are referred to the catalog for specifics regarding admission, degree requirements and graduation requirements.

2. The degree candidate must have a minimum of one hundred and twenty (120) semester hours of credit, of which sixty (60) semester hours must be earned at the upper division level from an accredited institution. Normally, the last thirty (30) semester hours must

be earned in residence at Florida International University. In addition, students who enter into the Florida State University System with fewer than 60 credit hours are required to earn at least nine credit hours prior to graduation by attending one or more summer terms at a Florida state university.

3. Criteria for considering upper-level transfer credit include: a review of the prior educational institution's catalog description and syllabi of courses put forth for evaluation. Course syllabi are reviewed for the specific learning objectives, including which practice behaviors are addressed in the identified area. In review of social work courses, status of the prior institutions with CSWE is considered.

A "C" grade is required for a course to be considered eligible for transfer credit; and up to 15 credit hours normally can be transferred toward the degree at the discretion of the BSSW Coordinator. More than 15 upper level transfer credits may be awarded by the BSSW Coordinator to those applicants who present a record of previous study in accredited programs acceptable for substitution, (for Program Admission Evaluation form see Appendix A).

4. A grade-point average of at least 2.0 or higher in upper-division courses is required for continuance in the program and a 2.75 for admission into the practicum (2.5 for students who entered the program prior to fall, 2012).

B. Course Requirements

The B.S.S.W. degree candidate is required to take specific classroom courses in social work and in other departments to obtain the credits required for graduation, or a total of at least 60 credits in upper-division courses.

1. Required Upper-Division Courses for Social Work

The sixty (60) semester hours of upper-division courses must include: fifty-one (51) semester hours in social work courses, including two consecutive Practicum courses totaling 14 semester hours; six (6) credits of upper-division electives*; and three (3) semester hours in a required public health course (required as of summer, 2011). The social work, public health, and elective courses must all be completed with a "C" or higher. Both Practica courses must be completed with a "P". All of the courses must be planned in sequence so that pre-requisites and co-requisites are fulfilled. For the complete list of course pre-requisites and co-requisites see Appendix B.

Required courses for Social Work are:

SOW 3113 – The Social Environment & Human Behavior I
SOW 3100 – The Social Environment & Human Behavior II
SOW 3232 - Social Welfare Policy and Services I
SOW 3233 - Social Welfare Policy and Services II
SOW 3203 - Introduction to Social Work Practice
SOW 3313 – Social Work Practice with Families and Individuals
SOW 3350 – Interviewing Techniques Lab
SOW 3403 – Social Work Research

SOW 3620 - Social Work and Human Diversity
SOW 4322 – Social Work Practice with Groups
SOW 4332 – Social Work Practice with Communities and Organizations
SOW 4511L - Practicum I
SOW 4522 – Field Seminar I
SOW 4512L - Practicum II
SOW 4523 – Field Seminar II
PHC 3101- Introduction to Public Health

2 Electives*

***Upper-Division Electives.** The degree candidate must complete six (6) credits of additional upper-division courses in social work or in other related departments with a grade of “C” or higher. Students have a wide range of courses from which they may select those most relevant to their special interests or career objectives. The advisor is prepared to help students choose appropriate electives. Appropriate electives include upper-level courses that support and reinforce the social work major. Subject areas may include sociology, psychology, health services, criminal justice and women’s studies courses. The advisor must approve electives. Students may also choose to minor in an area related to social work by completing 15 credit hours of electives in that minor. A request for minor form must be approved by the BSSW Coordinator.

The School of Social Work does not grant social work course credit (including field) for life experience or previous work experience.

- 2. Courses in other departments.** Entering students who have not completed all admission pre-requisites may need to take one or more courses in other departments. Statistics, biology with human content, and courses in psychology, American government, sociology and economics are required.
- 3. A Professional Portfolio** will be completed and submitted during the last semester of the program. The student’s Portfolio must receive a minimum passing score (at least a “marginal”) in order to graduate. Information about the Portfolio will be provided in the field seminars.

4. Certificate in Child Welfare Practice

An Undergraduate Certificate in Child Welfare is offered by the School. Students may choose to pursue this Certificate during their program of study. Students must apply for the Undergraduate Certificate in Child Welfare with the Office of the Enrollment (<http://onestop.fiu.edu/additional-information/certificate-applicants/index.html>). The Certificate application must be approved by the School of Social Work prior to submission to the Office of the Registrar.

The Certificate in Child Welfare Practice provides BSSW students with the specialized skills, knowledge, and practice competencies in order to carry out services for the care and protection of children. Students will be prepared to meet the critical service needs of Florida's children and families.

- a. Students will receive the necessary knowledge and skills to effectively assess and intervene with vulnerable children and families.
- b. Students will receive direct practice experience with an agency in the child welfare field.
- c. Students will receive a Certificate in Child Welfare Practice (BSSW only, Application required).

Program Requirements

- a. Students eligible for this program must be fully admitted into the Social Work BSSW program.
- b. Student must complete required application
- c. Student must inform the Office of Field Education of participation in Child Welfare Certificate

Required Courses

- a. SOW 4654 - Child Welfare Practice: Assessment and Planning
- b. SOW 4658 - Mental Health Services for Children & Adolescents in Child Welfare
- c. Two consecutive field internships in a child welfare agency (SOW 4511L and SOW 4512L). Students must inform the Office of Field Education of participation in the child welfare certificate.

X. FIELD EDUCATION

The BSSW curriculum has been developed to prepare students for entry level generalist practice. The field work experience, along with the classroom experience, provides students with an orientation and practice in the delivery of services. In the classroom, social work students center their attention on words, ideas, and descriptions of relationships. The relationship between study and life remains a tenuous one until the student can work in the field under the guidance and supervision of an experienced social worker.

The field component of the undergraduate program is organized into two required consecutive placements (SOW 4511L - Practicum I and SOW 4512L - Practicum II) and seminars (SOW 4522 - Field Seminar I and SOW 4523 - Field Seminar II). The two required placements and seminars are taken in the student's senior year after *successful completion of all University graduation requirements (including University Core Curriculum, foreign language and global learning)* and the following pre-requisite requirements for the School of Social Work.

A. Pre-Requisite Requirements

Completion of one college level course with a minimum grade of "C" in: statistics, one course in human biology with human content, psychology, sociology, economics and American government and successful completion (a grade of "C" or better) of the

following core courses in the School of Social Work/Robert Stempel College of Public Health & Social Work:

SOW 3113 – The Social Environment and Human Behavior I
SOW 3100 – The Social Environment and Human Behavior II
SOW 3203 – Introduction to Social Work
SOW 3232 – Social Welfare Policy and Services I
SOW 3233 – Social Welfare Policy and Services II
SOW 3313 – Social Work Practice with Families and Individuals
SOW 3350 – Interviewing Techniques Lab
SOW 3403 – Social Work Research
SOW 3620 – Social Work and Human Diversity

In addition, the student must maintain a minimum cumulative GPA of 2.75 *by the date of application to the field*. Students are also expected to demonstrate readiness for field practicum experience.

B. Course Requirements

Both mandatory consecutive field placements require a total of 315 clock hours each semester (20 hours per week in fall/spring and 27 hours per week in summer) or 630 hours total. This exceeds the minimum of 400 hours CSWE requires for undergraduates. Specific scheduling of the weekly requirement of hours is coordinated between the student and Field Educator. In addition, students are required to attend biweekly seminars each semester. **All students will remain at the same agency for both field placements.**

Concurrent with the first and second field placement, students take a three (3) credit hour methods of social work practice course each semester. The first course focuses on working with groups and the second course on communities and organizations.

Students in the first field placement concurrently take:

SOW 4511L –Practicum I
SOW 4522 – Field Seminar I
SOW 4322 – Social Work Practice with Groups

Students in the second field placement concurrently take:

SOW 4512L –Practicum II
SOW 4523 – Field Seminar II
SOW 4332 – Social Work Practice with Communities and Organizations
Please note: Students must take PHC 3101, Introduction to Public Health, prior to graduation.

No field education credit is given for life experience or previous work experience. Undergraduate students may not use their employing agencies for their placements.

Under no circumstances is a student to make arrangements for his/her own placement. Any

suggestions for future placement opportunities can be directed to the Office of Field Education for determination of eligibility.

Please note that students do not automatically receive field placements simply by virtue of being enrolled in the program. **Applications must be submitted by 11:59 p.m. on the following dates:**

Fall Semester – May 5th

Spring Semester – September 5th

Summer Semester – January 5th

NOTE: Because plans must be made well in advance, applications that are late or incomplete will not be accepted and may delay entrance to field for a period of at least one semester. No paper copies will be accepted.

To apply for field, students must e-mail the Program Assistant for the Office of Field Education at sowpracticum@fiu.edu with their name, level of practicum to which they are applying, Panther ID, and FIU e-mail address no later than 12 pm (noon) on the date of the application deadline. They will then receive a password and instruction for IPT via FIU e-mail (all e-mail communication with students from that point on will be via FIU e-mail).

Important Placement Rules:

- Students may not be placed in agencies where they have volunteered or worked in the past or present.
- Evening/late-afternoon and weekend placements are not available for BSSW students.

The BSSW Field Coordinator reviews each application and e-mails the students via their FIU e-mail of acceptance or denial. If the student is accepted, the student receives directions on how to proceed in the placement process, including links for the online orientation and scheduling their interview with a coordinator. Accepted students must watch a mandatory, online field orientation. Students watch the online orientation during the dates provided by the Office of Field Education. Each student must also schedule a face-to-face interview with field faculty after watching the orientation. BSSW students meet individually with the Field Faculty to discuss specific placement possibilities. After these interviews, students are notified of their agency assignment by e-mail and proceed to scheduling a pre-placement interview with the provided agency contact. Once the students are accepted at the placement, they must provide the Office of Field Education with a Confirmation of Placement form.

Whenever possible, the Office of Field Education attempts to arrange a placement which takes into account the student's preferences as indicated on his/her field application. However, this may not be possible in all cases. *Students may not refuse a placement assignment for non-educational reasons after the Office of Field Education has determined that the agency offered to the student for the pre-placement interview is the best possible match for the student's learning.* Service areas available to students include child welfare/family agencies, elderly services, healthcare, mental health, developmental disabilities, addictions, and the justice system.

While the field serves many purposes, a major function of the field practicum is to serve as an evaluation tool for the student's suitability for a career in the social work profession. The field placement evaluation process, which begins on the first day the student is in an agency, should be an ongoing, shared appraisal of performance so that written evaluations reflect material previously discussed between the student and the Field Instructor/Educator.

All written evaluations will be signed by the student. The signature indicates only that the student has read the evaluation. The student may respond to the written evaluation in order to point out areas in which there may be disagreement. The student should print and keep a copy of any written evaluation. A negative evaluation of field performance may result in the student not being able to continue in the social work program.

For more information about the Field Application process and the field placement, please refer to the BSSW Field Education Manual (<http://stempel.fiu.edu/academics/social-work/practicum/>).

XI. OUTCOME MEASURES

In order to provide a comprehensive and continuous program assessment, the School has adopted an assessment model with a focus on student learning outcomes. The model contains methods of assessing the outcomes in relation to the goals, competencies, and practice behaviors of the program. The School distinguishes between CSWE assessment measures and the School and College measures.

For the baccalaureate program, the CSWE measures are the Final Field Evaluation (completed by Field Instructor/Educators) and the Student Exit Surveys. The goals and the respective competencies and practice behaviors of the program are directly linked to the Field Instructor Evaluations completed on each student by their Field Instructors at the end of each semester as well as to the Student Exit Surveys that each graduating undergraduate student completes at the end of their last semester.

In addition to these CSWE measures, the School requires a portfolio as an additional measure of student learning outcomes. Using an assessment rubric, a panel of three faculty members review the portfolios and provide feedback to the students. Although this review process is labor intensive, feedback from the faculty, students and Field Instructors regarding its use has been positive. The College also requires alumni surveys as another outcome measure.

XII. THE PROFESSIONAL SOCIAL WORK PORTFOLIO

In Field Seminar I (SOW 4522) and Field Seminar II (SOW 4523), that are taken concurrently with the field practicum educational objectives parallel those of the field. Students develop their professional portfolio with specific assignments for each semester that assist the students in linking theory with practice and in demonstrating their ability to practice social work with a client(s) at their field agency. Portfolio assignments address such practice areas as assessment, treatment planning, cultural competency, and advocacy. Specifics regarding the portfolio assignments and requirements are outlined in the SOW 4522 (Field Seminar I) and SOW 4523 (Field Seminar II) syllabi.

The assignments for the portfolios are submitted to the seminar instructors for review and grading and then are returned to the students to be placed into their personal portfolio. The portfolios are collected at the end of Practicum II and are reviewed using the Portfolio Assessment Rubric. The rubric is returned to the student along with her/his portfolio.

The assessment rubric evaluates the portfolio on six dimensions/items: organization and presentation, communication, relevance of contents, quality of contents and evidence of accomplishment, critical thought or analysis and scholarship, and self-awareness and self-reflection. The rubric contains a three-point scale for each of the dimensions: a score of one is below satisfactory, a two is satisfactory, and a three is above satisfactory. The total score is indicated by the sum of the scores for each dimension. A total score of 12 or above and no score below a 2 on any dimension would indicate a passing score. A score of 11 – 11.99 and only one score below 2 on any dimension indicates a marginal pass and the student is asked to make the necessary corrections and re-submit the portfolio in order to pass the seminar course. A score below 11 and/or a score below 2 on more than one dimension would indicate a failing score. Students must receive a passing score on the portfolio in order to pass SOW 4523 (Field Seminar II).

BSSW PORTFOLIO ASSESSMENT RUBRIC

Dimension	Below Satisfactory	Satisfactory	Above Satisfactory
Organization and Presentation	The portfolio lacks coherent organization and is presented in a poor or unprofessional manner.	The portfolio reflects a clear and coherent organizational structure and is consistently presented in a professional manner.	The portfolio reflects an extremely clear and coherent structure and is presented in an exceptionally professional manner.
Communication	Uses slang, incorrect grammar, and/or incorrect spelling. Uses a limited range of vocabulary to convey information. Written presentation is unclear, requires much editing.	Uses correct grammar, spelling, and reflects sufficient editing. Uses a range of vocabulary to convey information. Written presentation is clear.	Uses an appropriate style or tone with consistency, is well-edited. Uses vocabulary and literary techniques that underscore meaning. Presentation reflects an excellent command of written language
Relevance of Contents	The portfolio reflects little attention to the identified, required or expected purposes. Some expected	The portfolio reflects considerable attention to the identified, required or expected purposes. All expected	The portfolio consistently reflects attention to the identified, required or expected purposes.

	materials are missing or incomplete, and some irrelevant materials are included.	materials are included, and nearly all irrelevant materials are omitted.	All expected and some additional relevant materials are included, and all irrelevant materials are omitted.
Quality of Contents and Evidence of Accomplishment	The portfolio consistently reflects insufficient depth and fails to achieve its purpose. There is a general failure to elaborate upon significant aspects.	The portfolio reflects depth in some but not all significant areas and clearly achieves its purpose. There is an ability to elaborate upon some but not all significant aspects.	The portfolio reflects considerable depth of learning in most significant areas and definitely achieves its purpose. There is an ability to elaborate upon most significant aspects.
Critical Thought or Analysis and Scholarship	The portfolio reflects little evidence of critical thought or analysis and scholarship.	The portfolio reflects considerable evidence of good quality critical thought or analysis and satisfactory scholarship.	The portfolio consistently reflects substantial evidence of advanced levels of critical thought or analysis and exceptional scholarship.
Self-Awareness and Self-Reflection	The portfolio lacks evidence of self-awareness or an ability to engage in self-reflection.	The portfolio reflects considerable evidence of self-awareness and developing ability to engage in self-reflection.	The portfolio consistently reflects substantial evidence of high levels of self-awareness and exceptional ability to engage in self-reflection.

Scoring for Each Dimension:

Below Satisfactory = 1; Satisfactory = 2; Above Satisfactory = 3

Total Score = Sum of Scores for each dimension; Passing = Average Score of 12 or above

Summary score reflects readiness for generalist social work practice.

Below Satisfactory = There is little evidence of readiness for generalist social work practice.

Marginal Pass = There is some evidence of readiness for generalist social work practice.

Satisfactory = There is clear evidence of satisfactory readiness for generalist social work practice.

Above Satisfactory = There is convincing evidence of readiness for generalist social work practice.

Exceptional = There is convincing evidence of superior readiness for generalist social work practice.

Exceptional = More than 16.5 and no score below 2.0 on any dimension;

Above Satisfactory = 15 – 16.5 and no score below 2.0 on any dimension;
 Satisfactory = 12 – 14.99 and no score below 2 on any dimension;
 Marginal Pass = 11 – 12 and only one score below 2 on one dimension;
 Below Satisfactory = Less than 11 and/or a score below 2 on more than one dimension.

XIII. GRADES AND RECORDS

The grading system in effect in the social work program is:

GRADE		GRADE		GRADE	
A	4.00	B-	2.67	D+	1.33
A-	3.67	C+	2.33	D	1.00
B+	3.33	C	2.00	D-	0.67
B	3.00	C-	1.67	F	0.00

with the exception of the two field work courses, which are approved for P (Pass) or F (Fail) grades only.

Student grades and other evaluations of performance are confidential. Instructors are not permitted to post grades by name or student identification number.

Students who wish to have reference letters sent on their behalf must submit requests in writing. Upon request, they may obtain copies of any reference material in their files.

A. Dean's List

Any undergraduate student who earns a semester average of 3.5 or better on 9 or more hours of course work for which grade points are earned, is placed on the Semester Dean's List. This achievement is noted on the student's semester report of grades and permanent academic record (transcript).

B. Academic Warning, Probation and Dismissal

Warning: A student whose cumulative GPA falls below a 2.0 will be placed on WARNING, indicating academic difficulty.

Probation: A student on WARNING whose cumulative GPA falls below 2.0 will be placed on PROBATION indicating serious academic difficulty. The College/School of the student on PROBATION may appropriately communicate conditions which must be met in order to continue to enroll.

Dismissal: A student on PROBATION whose cumulative and semester GPAs fall below a 2.0 will be automatically dismissed from his/her program and the University. The student has ten (10) working days to appeal the dismissal decision. This appeal must be made in writing to the Dean of the College/School in which the student is admitted. If the student's appeal is denied, the dismissal from the University is for a minimum of one year. After one year, the student may apply for readmission to the University in the same or a different

program, or register as a special student.

C. Final Examinations

Final course examinations will be given during the week following the last day of classes during each semester. The summer semesters do not have final examination periods. The final course examinations for summer, may be given at the discretion of the faculty member teaching the course.

XIV. ADVISEMENT

Upon admission into the program, all BSSW students are assigned a faculty advisor who provides professional advising to students. Faculty advisors are available during registration periods and during their office hours to answer questions about required and elective courses, to discuss possible types of field experience, and to help students consider their plans for employment or graduate study.

In addition, the School of Social Work has a full-time advisor for undergraduate students. This advisor is involved in orientation and recruitment and serves as the primary academic advisor for all undergraduate social work students. Students should use the My_eAdvisor system on their student dashboard to request appointments and communicate with the Academic Advisor. Students can also plan their progress on the interactive Major Maps, the semester-by-semester academic plan designed for a timely graduation. My_eAdvisor also alerts students and advisors if a student is off track. This tool provides students with opportunities to plan courses that will put students back on track. In addition, My_eAdvisor includes a record of advising notes that both students and advisors may view at any time. Major Maps can be accessed at <http://mymajor.fiu.edu>.

XV. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE

The Program's grievance procedures follow the model of University's procedures for informal and formal academic grievances for undergraduate students with additional steps at the School level added in the informal procedures as well as the inclusion of professional performance. The process is as follows:

1. Undergraduate students must attempt to resolve informally an academic or professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the professor (or administrator as the instructor of record) no later than ten business days after classes begin in the semester following that in which the complaint arose, or the grievance will be deemed untimely. The student must first attempt to resolve the grievance through an informal meeting with the professor. A mutually agreeable resolution shall be formalized through a notation in the student's file, which is initialed by the student and the professor or School Director.
2. If the matter cannot be resolved, or if the professor cannot be reached, the student may make a written appeal to the School's Director within ten days of the failure to resolve the matter informally. The written appeal should include a description of the nature of the issue and a summary of previous resolution efforts. The Director of the School will meet with the student and faculty member in an attempt to resolve the grievance. Possible actions by the Director may include but are not limited to:
 - Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
 - Upholding the decision/grade of the faculty member (student may appeal this decision by progressing to step #6).
3. If the Director refers the appeal to a Student Review and Termination Committee, the Committee will arrange for a meeting with the student to address the appeal within ten working days of notice by the Director. Members of the faculty involved with the identified issue may be requested to meet with the Student Review and Termination Committee.

The student may choose to bring a personal advocate or advisor (not legal representation) to this meeting provided the student notifies the Committee within five (5) working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but his/her personal advocate or advisor may not speak for the student or represent the student to the Committee.

4. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School of Social Work within five working days of the meeting.

5. Written notification of the Director's decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:
 - Upholding the decision
 - Remediation of the problem.
6. If satisfaction is not achieved at this level, the student may file a written appeal to the Associate Dean of Academic Affairs of the College. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.
7. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the FIU Faculty Fellow for Academic Integrity. The complaint must be filed within 15 business days of the date the student received the written notification of the Associate Dean's decision, or within 20 business days after classes begin in the semester following that in which the complaint arose – whichever is later. Details of the Formal Academic Grievance Procedure are outlined in the *FIU Student Handbook*.

If the issue is field related, the following informal resolution procedure should be followed (replacing step #1 above):

- Any problem or issue related to student performance in the field practicum should first be discussed in a meeting with the student, field liaison, and/or field instructor (depending on who raises the concern and the identified problem).
- If the problem is unresolved at this level, the BSSW Field Coordinator should be contacted, who may consult with the student, liaison, and field instructor. The BSSW Field Coordinator will notify the student of the resultant decision in writing within ten working days. If the BSSW Field Coordinator is also the liaison for this particular student, the Associate Director will review all of the information, including the written evaluation by the field instructor, and proceed with notification as detailed above.
- If the problem remains unresolved at this level, the student should refer back to #2 above.

Students are referred to the *FIU Student Handbook* for details of the Formal Academic Grievance Procedure and the University's policy on issues related to professional misconduct. It is the student's responsibility to obtain a free copy of the handbook from the Office of Student Government or check the website at <http://globaldatebooksonline.com/flipbooks2014/fiu2014>

Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University.

XVI. STUDENT ORGANIZATIONS

Social work students are encouraged to participate in the various organizations listed in the University Catalog.

The Student Social Work Association (SSWA) is the organization for social work students. It has served as an important means by which student opinions may be conveyed to members of the faculty. SSWA representatives are invited to observe faculty meetings and to participate in committee work.

Phi Alpha Honor Society (Delta Iota Chapter) is a chapter of the National Phi Alpha Honor Society for social work. Undergraduate Students are eligible to apply for membership after they have met the following criteria: completed at least nine (9) credit hours of social work courses, maintain a 3.0 overall GPA and a 3.25 for social work courses, are a member of SSWA and earn at least seven (7) service points per semester. Membership applications and information are available in the School's office and from the School's website.

XVII. DISABILITY SERVICES

The School of Social Work complies with the Americans with Disabilities Act, the 1973 Rehabilitation Act, Section 504, and the Florida Equity Act in providing auxiliary aids and services to persons with disabilities.

The Disability Resource Center provides assistance to students having physical, visual, hearing, speech, learning, psychosocial, chronic, and temporary disabilities. Students must request services preferably before the beginning of semester in order to assess student's needs and coordinate appropriate services and accommodations. All services are provided based on individual need. The Disability Resource Center notifies faculty via e-mail towards the beginning of each semester regarding needed accommodations for students in their classes registered with the Disability Resource Center. Students are encouraged to contact each course instructor at the beginning of the semester to facilitate a smooth provision of accommodation.

The School of Social Work is dedicated to providing the highest quality of education to all students and will provide accommodations needed for special access for persons with disability.

For further information, contact the Disability Resource Center at University Park Campus, Graham Center, room 190 (GC 190), (305) 348-3532; at the Biscayne Bay Campus, Wolfe University Center, Room 131 (WUC 131), (305) 919-5345 or at <http://drc.fiu.edu/>.

XVIII. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

Students are expected to complete all academic and nonacademic requirements for the Social Work Program in the preparation for professional practice. Issues can arise regarding student academic or professional performance or conduct which may result in a review of the student's situation and continuing progress in the Social Work Program. The guiding principles central to ensuring professional competence by all social work students is adherence to a set of values, principles, and ethical standards set forth by the National Association of Social Workers (NASW), universally accepted by the social work profession and incorporated into the core competencies and practice

behaviors. Some of the possible reasons that would result in initiation of the Student Review and Termination Procedures are:

- A. Academic performance matters, or
- B. Nonacademic performance matters in the classroom, field setting, or other relevant locations.

A. Academic Performance

Criteria for Academic Performance Review

Inability, unwillingness, or failure to meet academic requirements may result in the initiation of the Student Review and Termination Procedure.

The following academic performance issues meet the criteria for Academic Performance Review although are not considered to be inclusive or exhaustive of possible student issues:

1. Plagiarism, cheating, or any form of academic dishonesty or disruption (refer to Code of Student Conduct in Florida International University Student Handbook, NASW Code of Ethics).
2. Failure to maintain a 2.75 GPA (BSSW) (2.5 for students entering the program prior to fall 2012) or beyond one semester of academic probation.
3. Failure to follow course sequencing as scheduled and/or advised, unless other arrangements were made and approved in writing by the BSSW Program Coordinator, the BSSW Field Coordinator, or the Director of the School.
4. A failing grade for any semester of the field practicum.

B. Non-Academic Performance

Students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program. Possible nonacademic performance issues include, but are not limited to conduct that is inconsistent with or a violation of the Code of Ethics of the National Association of Social Workers and/or the University Code of Conduct.

Criteria for Non-academic Review

Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of the Student Review and Termination Procedure. The following nonacademic performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, field Educators, clients or others within the social work program, university, field placement, or affiliated organizations.

1. Inability, unwillingness, or failure to:
 - Respect and/or promote the clients' right to self-determination.
 - Provide clients with the opportunity for informed consent.
 - Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.
 - Respect human and cultural diversity.
 - Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
 - Treat fellow students, colleagues, supervisors, or Educators with respect.
 - Maintain the confidentiality of fellow students, colleagues, supervisors or Educators.
 - Use practice skills or interventions that fall within the range of accepted and relevant practice.
 - Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional social work practice.
 - Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.
2. Entering into a dual relationship with clients or failing to disclose a conflict of interest.
3. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
4. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
5. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
6. Exploitation of clients who lack the capacity to make informed decisions.
7. Not taking adequate steps to address or remedy personal problems, psychosocial distress, substance abuse, or mental health impairment that interfere with practice effectiveness or classroom learning.
8. Unethical or criminal conduct that interferes with competent performance as a social work practitioner or may potentially compromise the safety of others or client services.
9. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
10. Acts or threats of physical violence or verbally abusive behavior toward fellow students, colleagues, supervisors, or Educators; or acts which may threaten the safety of same.
11. Failure to comply with all agency and School of Social Work policies and procedures

(e.g., physicals, drug screens, HIV testing, liability insurance, dress and appearance codes, immunizations, fingerprinting, and criminal background checks).

C. Procedures for Student Review and Termination

Who can initiate a concern about a student?

A student, client, supervisor, field instructor, colleague, or faculty member who observes or has knowledge of any of the above academic or nonacademic performance or conduct issues, or any other behaviors which appear to interfere with professional social work education or practice, may bring the issues to the attention of the Director of the School of Social Work.

1. The Process

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the appeal within ten (10) working days of notice by the Director.
- d. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- e. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee.
- f. The Student Review and Termination Committee meeting will convene and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- g. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
 - A determination that the matter is so egregious as to warrant immediate termination from the Program;
 - Referral of the matter to the BSSW Program Coordinator or BSSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A time line will be developed for completion of the plan
 - The agreed upon plan will be put into written form and signed by all parties. A copy will be given to all participants and placed in the student's file and given to the Director of the School of Social Work

- The plan will be monitored and reviewed by the individual designated by the Committee and assessed for progress and completion of requirements
 - If the student does not successfully meet the requirements specified in the plan, the student will be dismissed from the program. The student will be notified of this dismissal in writing by the Director of the School.
 - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- h. If satisfaction is not achieved at this level, the student may file a formal, written appeal to the Associate Dean of Academic Affairs of the Robert Stempel College of Public Health & Social Work. The complaint must be filed within ten (10) working days of the date the student received the written notification of the Director's decision.
- i. If satisfaction is not achieved at that level, the student may file a formal, written appeal to the FIU Faculty Fellow for Academic Integrity. The complaint must be filed within fifteen (15) business days of the date the student received the written notification of the Associate Dean's decision, or within twenty (20) business days after classes begin in the semester following that in which the complaint arose – whichever is later. Details of the Formal Academic Grievance Procedure as well as the University's policy on grievances regarding professional misconduct are outlined in the Student Handbook.

2. Student Review and Termination Committee Membership

The membership of the Student Review and Termination Committee is determined by the Director of the School of Social Work using the following guidelines:

- a. The Associate Director or designee will serve as the chair to the Committee.
- b. The BSSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.
- c. A senior in the BSSW program will serve as the student representative on the Committee.
- d. A faculty member from the School of Social Work will serve on the Committee.

3. Reinstatement after Termination

A student whose enrollment in a degree program has been terminated as a result of a recommendation by a Student Review and Termination Committee may request reinstatement in the degree program. The request must be initiated at least one year after the student's termination from the program. To request reinstatement, the student should write a letter to the Director of the School of Social Work, indicating (1) when the student was terminated, (2) the reason(s) for the termination, and (3) the reason(s) why the student believes that she or he should be reinstated to the degree program. The Director will review the request and if at least one year has passed since the student was terminated, refer

the request for reinstatement to the BSSW Coordinator, who will appoint a Reinstatement Committee to consider the student's request for reinstatement.

The composition of the Reinstatement Committee will be the same as the composition of a Student Review and Termination Committee outlined above. Within ten (10) working days of receiving notice from the Director, the Reinstatement Committee will meet with the student, following the procedures for the Student Review and Termination Committees above. The Committee can recommend reinstatement to the degree program, with or without a remediation plan, or the Committee can deny reinstatement. The Committee will base its recommendation on (1) the student's understanding of the reasons for her or his termination from the program, (2) the steps the student has taken to remediate the problem(s) that resulted in termination, and (3) the Committee's judgment of the student's potential for completing the degree program. Within five (5) working days after the meeting with the student, the committee will make a recommendation to the Director, who may accept or reject the recommendation of the Committee.

The Director's decision may be appealed as outlined in the Student Review and Termination Procedure Process above (h– i).

XIX. LIBRARY

The University has attractive libraries, which include major journals, government documents, reference materials, books, and other materials needed by social work students. The libraries at the Biscayne Bay and MMC both have collections of social work materials. For exact library hours, consult the posted schedules.

XX. GRADUATION CHECK AND APPLICATION FOR GRADUATION

Students are encouraged to review their requirements and progress in the program via their Panther Degree Audit (PDA) on their student dashboard. Students should periodically review their PDA with the Academic Advisor.

The student nearing graduation should check the catalog and/or the Office of Registration for the deadline date for application for graduation. The Undergraduate Program Coordinator certifies the student's record for graduation during the last semester in residence. All students who enter into the State University System with fewer than 60 credit hours are required to complete at least 9 credit hours during one or more summer terms. Students are responsible for meeting this requirement.

A graduating student may apply for academic honors on the basis of his/her cumulative grade-point average (GPA). Requirements are as follows:

To graduate Cum Laude, a GPA of 3.50 to 3.699.

To graduate Magna Cum Laude, a GPA of 3.790 – 3.899.

To graduate honors Summa Cum Laude, a GPA of 3.9 or higher.

To graduate with the above honors, at the time of applying for graduation the student must have completed *forty (40) semester* hours (courses with letter grades only) at Florida International University since the fall of 1975.

Faculty members are eager to help the student in developing career goals and plans. The student's faculty advisor is available for discussion of long-range plans or immediate job opportunities. The student may also wish to consider the opportunities covered below.

XXI. CAREER PLANNING

Faculty members are eager to help the student in developing career goals and plans. The student's faculty advisor is available for discussion of long-range plans or immediate job opportunities. The student may also wish to consider the opportunities covered below.

A. Graduate Study

Social Work graduates from programs accredited by the Council on Social Work Education may be considered for advanced standing in some MSW programs including Florida International University. Information about the different graduate programs may be obtained directly from the various graduate schools. FIU's MSW program with advanced standing status requires a minimum of 31 graduate credits.

Students interested in the master's degree program offered by the School of Social Work at FIU should follow the graduate application process on-line.

B. Employment

FIU Career Services maintains job openings through Panther JOBLink and provides a variety of resources such as workshops and career fairs. More information on FIU Career Services can be found at <https://career.fiu.edu/students/>.

The Student Services Coordinator for the School of Social Work as well as other resources in the College's Office of Student and Alumni Affairs may also provide information about openings.

The NASW NEWS, published by the National Association of Social Workers, usually includes several pages of advertisements about job openings in various parts of the country. Students are encouraged to join NASW.

APPENDIX A

Pre-Requisites and Co-Requisites for Required Social Work Courses (54 Semester Credit Hours)

BLOCK I

COURSE	PRE-REQUISITES AND/OR CO-REQUISITE
SOW 3113-The Social Environment and Human Behavior I*	Pre: Biology with Human Content: BSC 2023 or BSC 1010 or BCS 1005
SOW 3232-Social Welfare Policy and Services I*	Pre/Co: American Government: POS 2041 Economics: ECO 2013 or ECO 2023
SOW 3203-Introduction to Social Work	None
SOW 3403-Social Work Research *	Pre: Statistics: STA 2023 or STA 2122

BLOCK II

COURSE	PRE-REQUISITE AND/OR CO-REQUISITE
SOW 3100-The Social Environment and Human Behavior II*	Pre: Biology with Human Content ; SOW 3113-The Social Environment and Human Behavior I *
SOW 3233-Social Welfare Policy and Services II (GL) *	Pre: American Government ; Economics; SOW 3232- Social Welfare Policy and Service I*; SOW 3203-Introduction to Social Work *
SOW 3313-Social Work Practice with Families and Individuals *	Pre: SOW 3113-The Social Environment and Human Behavior I *; SOW 3203-Introduction to Social Work Pre/ Co: SOW 3100-The Social Environment and Human Behavior II*
SOW 3620-Social Work and Human Diversity (GL) *	Pre: SOW 3203-Introduction to Social Work
SOW 3350-Interviewing Techniques Lab *	Pre/Co: SOW 3313-Social Work Practice with Families and Individuals

BLOCK III

COURSE	PRE-REQUISITE	CO-REQUISITE
SOW 4322-Social Work Practice with Groups *	Block I; Block II	SOW 4511L-Practicum I ; SOW 4522-Field Seminar I
SOW 4511L-Practicum I *	Block I; Block II	SOW 4322-Social Work Practice with Groups; SOW 4522-Field Seminar I
SOW 4522-Field Seminar I*	Block I; Block II	SOW 4322-Social Work Practice with Groups; SOW 4511L-Practicum I

BLOCK IV

COURSE	PRE-REQUISITE	CO-REQUISITE
SOW 4332-Social Work Practice with Communities and Organizations*	Block I; Block II; Block III	SOW 4512L-Practicum II; SOW 4523-Field Seminar II
SOW 4512L-Practicum II*	Block I; Block II; Block III	SOW 4332-Social Work Practice with Communities and Organizations; SOW 4523-Field Seminar II
SOW 4523-Field Seminar II*	Block I; Block II; Block III	SOW 4332-Social Work Practice with Communities and Organizations; SOW 4512L-Practicum II

CAN BE TAKEN AT ANY TIME DURING THE PROGRAM

(2) 3 Credit Social Science Elective**
PHC 3101 Introduction to Public Health

PRE-REQUISITES AND CO-REQUISITES FOR ELECTIVE SOCIAL WORK COURSES

(6 Semester Credit Hours)

COURSES	PRE-REQS	CO-REQS
SOW 3801-Self-Awareness	None	None
SOW 4272-Comparative Social Welfare	None	None
SOW 4654-Child Welfare: Policy & Practice	SOW 3113- The Social Environment and Human Behavior I * & SOW 3232- Social Welfare Policy and Services I*	None
SOW 4658-Interventions in Child Maltreatment	SOW 3113- The Social Environment and Human Behavior I *	None
SOW 5109-Crises in the Lives of Women	Senior standing	None
SOW 5354-Crisis Intervention in Social Work Practice	Senior standing <u>with</u> permission of instructor	None
SOW 5605-Medical Social Work	Senior standing	None
SOW 5635-School Social Work Practice	Permission of instructor	None
SOW 5710-Issues in Addiction Practices	Senior standing <u>with</u> permission of instructor	
SOW 4932-Seminar in Social Work Practice	None	

APPENDIX B
Social Work Student Contract

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK

SOCIAL WORK STUDENT CONTRACT

“The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty.” (NASW Code of Ethics, 2008)

As a social work student, I agree:

- 1. To adhere to the mission of the social work profession that is rooted in a set of core values including:
 - a. Service to others,**
 - b. Promotion of social justice,**
 - c. Respect for the dignity and worth of all persons,**
 - d. Recognition of the central importance of human relationships,**
 - e. Behavior reflecting trustworthiness, and**
 - f. Development and enhancement of professional expertise.****
- 2. To understand and adhere to the Code of Ethics of the National Association of Social Workers.**
- 3. To be actively involved in professional social work development through assessment of my academic and persona aptitude and performance.**
- 4. To act professionally and ethically, to maintain confidentiality and to give priority to rights and needs of clients over my own.**
- 5. To be sensitive to individual diversity, including differences in race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability, treating each person in a caring and respectful manner.**

I understand that if my professional development is not deemed satisfactory by social work faculty and/or myself, either party has the right and responsibility to request reassessment of my suitability for entry into the social work profession

Print Name

Signature

Academic Level (BSSW or MSW)

Panther ID

Date

APPENDIX C

BSSW Student Exit Survey

ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND SOCIAL WORK
FLORIDA INTERNATIONAL UNIVERSITY
SCHOOL OF SOCIAL WORK

BSSW STUDENT EXIT SURVEY

Using the following rating scale, please circle the number that best indicates **how well you believe you met** each of the BSSW program's advanced clinical competencies/practice behaviors.

Rating Scale:

1=Unacceptable 2=Below Satisfactory 3= Satisfactory 4= Above Satisfactory 5=Exceptional

Rating Definitions:

1. **Unacceptable:** Student's performance of practice behavior has not met the expectations and shows no evidence of being able to do so in the near future.
2. **Below Satisfactory:** Student's performance of practice behavior has not yet met the expectations; there is evidence that the student will be able to do so in the near future.
3. **Satisfactory:** Student's performance of practice behavior meets expectations.
4. **Above Satisfactory:** Student's performance of practice behavior has exceeded expectations.
5. **Exceptional:** Student excels in this practice behavior.

A. I would rate the admission process for social work education as:

1 2 3 4 5

B. I would rate the quality of advising I have received as:

1 2 3 4 5

C. I would rate the quality of my field practicum as:

1 2 3 4 5

D. I would rate the quality of my field supervision as:

1 2 3 4 5

E. I would rate the overall quality of my social work education as:

1 2 3 4 5

F. Please write any comments here that would further elaborate on your ratings above:

Competency: 2.1.1 – Identify as a professional social worker and conduct oneself accordingly.

- 1. Advocate for client access to the service of social work.
1 2 3 4 5

- 2. Practice personal reflection and self-correction to assure continual professional development.
1 2 3 4 5

- 3. Attend to professional roles and boundaries.
1 2 3 4 5

- 4. Demonstrate professional demeanor in behavior, appearance, and communication.
1 2 3 4 5

- 5. Engage in career-long learning.
1 2 3 4 5

- 6. Use supervision and consultation.
1 2 3 4 5

Competency: 2.1.2 – Apply social work ethical principles to guide professional practice.

- 7. Recognize and manage personal values in a way that allows professional values to guide practice.
1 2 3 4 5

- 8. Make ethical decisions by applying standards of the NASW Code of Ethics.
1 2 3 4 5

- 9. Tolerate ambiguity in resolving ethical conflicts.

1 2 3 4 5

10. Apply strategies of ethical reasoning to arrive at principled decisions.

1 2 3 4 5

Competency: 2.1.3 – Apply critical thinking to inform and communicate professional judgments.

11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

1 2 3 4 5

12. Analyze models of assessment, prevention, intervention, and evaluation.

1 2 3 4 5

13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

1 2 3 4 5

Competency: 2.1.4 – Engage diversity and difference in practice.

14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

1 2 3 4 5

15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

1 2 3 4 5

16. Recognize and communicate your understanding of the importance of difference in shaping life's experiences.

1 2 3 4 5

17. View yourself as a learner and engage those with whom you work as informants.

1 2 3 4 5

Competency: 2.1.5 – Advance human rights and social and economic justice.

18. Understand the forms and mechanisms of oppression and discrimination.

1 2 3 4 5

19. Advocate for human rights and social and economic.

1 2 3 4 5

20. Engage in practices that advance social and economic justice.

1 2 3 4 5

Competency: 2.1.6 – Engage in research-informed practice and practice-informed research.

21. Use practice experience to inform scientific inquiry.

1 2 3 4 5

22. Use research evidence to inform practice.

1 2 3 4 5

Competency: 2.1.7 – Apply knowledge of human behavior and the social environment.

23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

1 2 3 4 5

24. Critique and apply knowledge to understand person and environment.

1 2 3 4 5

Competency: 2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

25. Analyze, formulate, and advocate for policies that advance social well-being.

1 2 3 4 5

26. Collaborate with colleagues and clients for effective policy action.

1 2 3 4 5

Competency: 2.1.9 – Respond to contexts that shape practice.

27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

1 2 3 4 5

28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

1 2 3 4 5

Competency: 2.1.10 – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement

29. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

1 2 3 4 5

30. Use empathy and other interpersonal skills.

1 2 3 4 5

31. Develop a mutually agreed-on focus of work and desired outcomes.

1 2 3 4 5

Assessment

32. Collect, organize, and interpret client data.

1 2 3 4 5

33. Assess client strengths and limitations.

1 2 3 4 5

34. Develop mutually agreed-on intervention goals and objectives.

1 2 3 4 5

35. Select appropriate intervention strategies.

1 2 3 4 5

Intervention

36. Initiate actions to achieve organizational goals.

1 2 3 4 5

37. Implement prevention interventions that enhance client capacities.

1 2 3 4 5

38. Help clients resolve problems.

1 2 3 4 5

39. Negotiate, mediate, and advocate for clients.

1 2 3 4 5

40. Facilitate transitions and endings.

1 2 3 4 5

Evaluation

41. Critically analyze, monitor, and evaluate interventions.

1 2 3 4 5

Please add any additional comments that you believe may assist us in assessing the program's outcomes.

APPENDIX D
Affiliated Agencies (Subject to change)

Alliance for Aging, Inc.
Alliance for GLBTQ Youth
Avanti Support & Services
Banyan Health Systems Broward Adult Residential
Banyan Health Systems CSU/SPA
Banyan Health Systems Dade Chase Adult Residential
Banyan Health Systems, Inc. Children & Families Outpatient
Banyan Health Systems, Inc./Broward Outpatient
Baptist Hospital
Better Way of Miami
Big Brothers, Big Sisters of Miami
BridgePrep Academy
Broward County Public Schools Student Services
Broward Health Medical Center
Broward Meals on Wheels
Camillus Health Concern, Inc.
Camillus House - ACT Program
Camillus House - ISPA (Residential Treatment Program)
Care Resource - Broward
Care Resource - Dade
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Catholic Charities Refugee Resettlement
Center for Family & Child Enrichment
ChildNet, Inc.
Children of Inmates, Inc.
Children's Diagnostic & Treatment Center
Children's Home Society Hands in Action
Children's Home Society South HUB Office
Citrus Health Network Inc.
City of Pembroke Pines S.W. Focal Point
Senior Center
Cleveland Clinic Florida
Communities In Schools of Miami
Community Health of South Florida, Inc.
Compass, Inc.
Correct Care
Dade Family Counseling CMHC, Inc.
Department of Children and Families-Southern Region-
Family Safety Program
Doctors Hospital

Family Central-Broward
Family Resource Center of S. Florida
FHEM-Florida House Experience
Gang Alternative, Inc.
Gentiva Hospice an Affiliate of Kindred at Home
Greater Miami Service Corps
Guardianship Program of Dade County, Inc.
Guardian Ad Litem Program- 11th Circuit Court
Gulf Coast JFCS Refugee Resettlement Program
Gulf Coast JFCS /Florida Center for Survivors of Torture
Gulf Coast JFCS/IFPS
Healthy Connections, CMHC
Homestead Hospital
Hope for Miami
Jackson Memorial Hospital
Jackson Memorial Hospital - South
Jessie Trice Community Health Center, Inc.
Jewish Adoption & Foster Care Options (JAFCO)
Joe DiMaggio Children's Hospital at Memorial
John (Dr.) T. Macdonald Foundation
Johnson and Wales University Student Counseling Services
Kristi House
Mailman Center for Child Development
Memorial Healthcare System - Community Youth Services
Memorial Hospital Pembroke
Memorial Regional Hospital
Memorial Regional Hospital Outpatient Behavioral Health
Mercy Behavioral Health Services
Miami Bridge Youth & Family Services - Homestead Campus
Miami Bridge Youth and Family Services - Miami Campus
Miami Dade County Juvenile Services Dept. (The JAC) Main Office
Miami Dade County Juvenile Services Dept. (The JAC) South Dade
Miami Dade County Juvenile Services Dept. (The JAC)/North - Edison
Community Act
Miami Dade County New Direction Adult Residential
Miami Dade County Public Schools
Miami V.A. Healthcare Services, Healthcare for Homeless Vets
Michael Ann Russell Jewish Community Center
Miramar Police Dept. Victim Services
National Multiple Sclerosis Society/S. FL Chapter
NeighborhoodHELP
Neuroscience Centers of FL Foundation, Inc.
Nicklaus Children's Hospital
PACE Center for Girls - Miami
PACE Center for Girls, Inc. Broward

Palace at Kendall Nursing & Rehabilitation Center, The
Park Summit of Coral Springs
Pride Center
Public Defender's Office- Dade
Regis House-North
Regis House-South
Seasons Hospice & Palliative Care
South Miami Hospital
South Miami Hospital Addictions Treatment Center
Special Olympics Florida
Sunrise Community, Inc.
Survivors' Pathway
Take Stock in Children of Broward
Touching Miami with Love
Trinity Church - Peacemakers Family Center (North Campus)
UM - University of Miami Hospital
UM-Sylvester Comprehensive Cancer Center
United Home Care Services
Veteran's Administration Medical Center
William "Bill" King VA Outpatient Clinic

APPENDIX E

FIU UNIVERSITY CORE CURRICULUM

Undergraduate Education Academic Advising Center: PC 249 (MMC), ACI 180 (BBC)

The UCC is required of freshmen admitted to FIU beginning Summer B 2015 and transfer students beginning Fall 2015.

FIRST YEAR EXPERIENCE (1 course required)

Students with fewer than 30 transfer credits only.

High-school-earned college credit does not exempt FTIC students from this requirement.

___SLS 1501 First Year Experience (1 cr)

COMMUNICATION (2 three-credit courses required) These are Gordon Rule courses. Must earn "C" or better.

___ENC 1101 Writing and Rhetoric I (3 cr)

___ENC 1102 Writing and Rhetoric II (3 cr)*

HUMANITIES (2 three-credit courses required, one from Group One and one from Group Two.)

Humanities – Group One (State Required): One course must be from the following list.

___ARH 2000 Exploring Art (3 cr) – GL

___HUM 1020 Introduction to Humanities (3 cr)

___LIT 1000 Introduction to Literature (3 cr)

___MUL 1010 Music Literature/Music Appreciation (3 cr)

___PHI 2010 Introduction to Philosophy (3 cr) – GRW

___THE 2000 Theatre Appreciation (3 cr) – GL

Humanities – Group Two (FIU Required):

One course must be from the following list.

___AFH 2000 African Civilizations (3 cr) – GRW/GL

___AMH 2041 Origins of American Civilization (3 cr) – GRW

___AMH 2042 Modern American Civilization (3 cr) – GRW

___ARC 2701 History of Architecture 1 (3 cr) – GRW

___EUH 2011 Western Civ.: Early European Civilization (3 cr) – GRW

___EUH 2021 Western Civ.: Medieval to Modern Europe (3 cr) – GRW

___EUH 2030 Western Civ.: Europe in the Modern Era (3 cr) – GRW

___ENG 2012 Approaches to Literature (3 cr)* – GRW

___HUM 3214 Ancient Classical Culture & Civilization (3 cr) – GRW

___HUM 3306 History of Ideas (3 cr) – GRW

___IDS 3309 How We Know What We Know (3 cr) – GRW/GL

___LAH 2020 Latin American Civilization (3 cr) – GRW

___PHH 2063 Classics in Phil.: Intro. to the History of Phil. (3 cr) – GRW

___PHI 2600 Introduction to Ethics (3 cr) – GRW

___POT 3013 Ancient & Medieval Political Theory (3 cr) – GRW

___REL 2011 Religion: Analysis and Interpretation (3 cr) – GRW/GL

___SPC 3230 Rhetorical Comm.: A Theory Civil Discourse (3 cr) – GRW

___SPC 3271 Rhetoric & Public Address (3 cr) – GRW

___WOH 2001 World Civilization (3 cr) – GRW

MATHEMATICS (2 three-credit courses required, one from Group One and one from Group Two.) These are Gordon Rule courses. Must earn "C"

or better. Students who successfully complete a mathematics course in Group Two for which a course in Group One is an immediate prerequisite shall be considered to have completed Group One and will take two mathematics courses from Group Two. However, ONE OF THE TWO

MATHEMATICS COURSES MUST HAVE A MAC, MGF, OR MTG PREFIX.

Mathematics – Group One (State Required): One course must be from the following list.

___MAC 1105 College Algebra (3 cr)*

___MAC 2311 Calculus I (4 cr)*

___MGF 1106 Finite Math (3 cr)

___MGF 1107 Math of Social Choice & Decision Making (3 cr)

___STA 2023 Statistics for Business & Economics (3 cr)

Mathematics – Group Two (FIU Required):

One course must be from the following list.

___CGS 2518 Data Analysis (3cr)

___COP 2210 Introduction to Programming (4 cr)

___COP 2250 Programming in Java (3 cr)

___MAC 1140 Pre-Calculus Algebra (3 cr)* Credit cannot be received for both

MAC 1140 and Pre-calculus Algebra & Trigonometry/MAC 1147

___MAC 1114 Trigonometry* (3 cr) Credit cannot be received for both

MAC 1114 and Pre-calculus Algebra & Trigonometry/MAC 1147

___MAC 1147 Pre-Calculus Algebra & Trigonometry (4 cr)*

___MAC 2233 Calculus for Business (3 cr)*

___MAC 2312 Calculus II (4 cr)*

___MAC 2313 Multivariable Calculus (4 cr)*

___MTG 1204 Geometry for Education (3 cr)

___PHI 2100 Introduction to Logic (3 cr)

___STA 2122 Statistics for Behavioral & Social Sciences (3 cr)

___STA 3111 Statistics I (3 cr)

___STA 3145 Statistics for the Health Professions (3cr)

**These courses have pre-requisites; please check the catalog or with an advisor.*

SOCIAL SCIENCE (2 three-credit courses required, one from Group One and one from Group Two.)

Social Science – Group One (State Required):

One course must be from the following list.

___AMH 2020 American History 1850 to Present (3 cr) – GRW

___ANT 2000 Introduction to Anthropology (3 cr) – GL

___ECO 2013 Principles of Macroeconomics (3 cr)

___POS 2041 American Government (3 cr)

___PSY 2012 Introduction to Psychology (3 cr)

___SYG 2000 Introduction to Sociology (3 cr) – GL

Social Science – Group Two (FIU Required): One course must be from the following list.

___AFA 2004 Black Popular Cultures: Global Dimensions (3 cr) – GRW/GL

___ AMH 3560 The History of Women in the U.S. (3 cr) – GRW
 ___ ANT 3212 World Ethnographies (3 cr) – GL
 ___ ANT 3241 Myth, Ritual and Mysticism (3 cr) – GL
 ___ ANT 3451 Anthropology of Race & Ethnicity (3 cr)
 ___ ASN 3410 Intro to East Asia (3 cr) – GRW/GL
 ___ COM 3461 Intercultural/Interracial Communication (3 cr) – GL
 ___ CPO 2002 Introduction to Comparative Politics (3 cr)
 ___ CPO 3103 Politics of Western Europe (3 cr) – GRW
 ___ CPO 3304 Politics of Latin America (3 cr)
 ___ DEP 2000 Human Growth & Development (3 cr)
 ___ ECO 2023 Principles of Microeconomics (3 cr)
 ___ ECS 3003 Comparative Economic Systems (3 cr)*
 ___ ECS 3021 Women, Culture, and Economic Develop. (3 cr)* – GL
 ___ EDF 3521 Education in History (3 cr)
 ___ EGN 1033 Technology, Human and Society (3 cr) – GL
 ___ EVR 1017 The Global Environment & Society (3 cr) – GL
 ___ GEA 2000 World Regional Geography (3 cr) – GL
 ___ GEO 2000 Introduction to Geography (3 cr)
 ___ IDS 3163 Global Supply Chains & Logistics (3cr) – GL
 ___ IDS 3183 Health Without Borders (3cr) – GL
 ___ IDS 3189 Int'l Nutr., Pub. Health and Eco. Devel. (3 cr) – GL
 ___ IDS 3301 The Culture of Capitalism and Global Justice (3 cr) –
 GL
 ___ IDS 3315 Gaining Global Perspectives (3 cr) – GL
 ___ IDS 3333 Div. of Meaning: Language, Culture, and Gender (3cr)
 – GL
 ___ INP 2002 Intro. Industrial/Organizational Psychology (3 cr)
 ___ INR 2001 Introduction to International Relations (3 cr)
 ___ INR 3081 Contemporary International Problems (3 cr) –
 GRW/GL
 ___ LBS 3001 Introduction to Labor Studies (3 cr) – GL
 ___ POT 3302 Political Ideologies (3 cr)
 ___ REL 3308 Studies in World Religions (3 cr) – GRW/GL
 ___ SOP 3004 Introductory Social Psychology (3 cr)
 ___ SOP 3015 Social and Personality Development (3 cr)
 ___ SPC 3210 Communication Theory (3 cr) – GRW
 ___ SYD 3804 Sociology of Gender (3 cr)
 ___ SYG 2010 Social Problems (3 cr) – GL
 ___ SYG 3002 Basic Ideas of Sociology (3 cr)
 ___ SYP 3000 The Individual in Society (3 cr)
 ___ WST 3015 Intro to Global Gender & Women's Studies (3 cr) – GL
 ___ WST 3641 LGBT and Beyond: Sexualities in Gl. Persp. (3 cr) –
 GL

___ ESC 1000 & ESC 1000L Intro. To Earth Science (3,1 cr)
 ___ PHY 1020 & PHY 1020L Understanding the Physical World
 (3,1 cr)
 ___ PHY 2048 & PHY 2048L Physics with Calculus I (4,1 cr)*
 ___ PHY 2053 & PHY 2053L Physics without Calculus I (4,1 cr)*
 ___ BSC 1085 & BSC 1085L Anatomy and Physiology I (3,1 cr)

Natural Science – Group Two (FIU Required):

One course and lab must be from the following list.

___ AST 2003 & AST 2003L Solar System Astronomy (3,1 cr)
 ___ BOT 1010 & BOT 1010L Introductory Botany (3,1 cr)

ARTS (1 three-credit course required) Required course must be from the following list.

___ ARH 2050 Art History Survey I (3 cr)
 ___ ARH 2051 Art History Survey II (3 cr)
 ___ COM 3404 Nonverbal Communication (3 cr) – GRW
 ___ COM 3417 Communication in Film (3 cr) – GRW/GL
 ___ CRW 2001 Introduction to Creative Writing (3 cr)*
 ___ DAA 1100 Modern Dance Techniques I (3 cr)
 ___ DAA 1200 Ballet Techniques I (3 cr)
 ___ ENL 3504 British Literature to 1660 (3 cr)*
 ___ ENL 3506 British Literature Since 1660 (3 cr)*
 ___ IDS 3336 Artistic Expression in a Global Society (3 cr)
 – GL
 ___ MUH 2116 Evolution of Jazz (3 cr)
 ___ SPC 2608 Public Speaking (3 cr)
 ___ TPP 2100 Introduction to Acting (3 cr)

NATURAL SCIENCE (2 three-credit courses required, one from Group One and one from Group Two. Lecture and Lab must be taken together.)

Natural Science – Group One (State Required):

One course and lab must be from the following list.

___ AST 1002 & AST 10002L Descriptive Astronomy (3,1 cr)
 ___ BSC 1010 & BSC 1010L General Biology I (3,1 cr)
 ___ CHM 1020 & CHM 1020L Chemistry for Liberal Studies (3,1 cr)
 ___ CHM 1045 & CHM 1045L General Chemistry I (3,1 cr)*
 ___ EVR 1001 & EVR 1001L Intro. To Environ. Sciences (3,1 cr) –
 GL

__ BSC 1011 & BSC 1011L	General Biology II (3,1 cr)
__ BSC 2023 & BSC 2023L	Human Biology (3,1 cr)
__ CHM 1033 & CHM 1033L	Survey of Chemistry (4,1 cr)*
__ CHS 3501 & CHS 3501L	Survey of Forensic Science (3,1cr)
__ EVR 3011 & EVR 3011L	Environ. Resources & Poll. (3,1 cr)
__ EVR 3013 & EVR 3013L	Ecology of South Florida (3,1 cr)
__ GEO 3510 & GEO 3510L	Earth Resources (3,1 cr) – GL
__ GLY 1010 & GLY 1010L	Physical Geology (3,1 cr)
__ GLY 1101 & GLY 1101L	History of Life (3,1cr)
__ GLY 3039 & GLY 3039L	Environmental Geology (3,1 cr)
__ HUN 2000 & HUN 2000L	Found. of Nutritional Sci. (3,1 cr)
__ IDS 3211 & IDS 3211L	Global Climate Change (3,1 cr) – GL
__ IDS 3212 & IDS 3212L	The Global Scientific Revolution and Its Impact on Quality of Life (3,1 cr) – GL
__ IDS 3214 & IDS 3214L	Coastal Environment from the Bay to the World (3,1 cr) - GL
__ MET 2010 & MET 2010L	Meteor. Atmos. Physics (3,1 cr)
__ MCB 2000 & MCB 2000L	Intro. Microbiology (3,1 cr) – GL
__ OCB 2003 & OCB 2003L	Introductory Marine Biology (3,1 cr) – GL
__ OCE 3014 & OCE 3014L	Oceanography (3,1 cr) – GL
__ PCB 2061 & PCB 2061L	Introductory Genetics and Lab (3,1 cr)
__ PCB 2099 & PCB 2099L	Found. of Human Physiol. (3,1 cr)
__ PHY 2049 & PHY 2049L	Physics with Calculus II (4,1 cr)*
__ PHY 2054 & PHY 2049L	Physics without Calculus II (4,1 cr)*

**These courses have pre-requisites; please check the catalog or with an advisor.*

Only these courses meet the University Core Curriculum (UCC) requirements, and all must be taken for a letter grade. Pre-professional (i.e. pre-law, pre-med, etc.) requirements are available at the Academic Advising Center website listed below. Students are ultimately responsible for meeting with advisors to discuss academic and career goals, course planning, academic policies and procedures, and opportunities for engagement at the University. Students are encouraged to meet with advisors should they have any questions about the UCC requirements or any of the notes included below.

GORDON RULE REQUIREMENT

Courses in the following areas are considered Gordon Rule: Communication, Mathematics, and courses designated as GRW. A grade of "C" or better is required in these courses.

GORDON RULE with WRITING (GRW) REQUIREMENT

Students are required to demonstrate college-level writing skills through six semester hours of Gordon Rule Writing-designated courses (GRW). To fulfill this requirement, students can select any two GRW-designated courses in the University Core Curriculum. These courses can be from the same or different categories. See note above. This is repetitive.

COMMUNICATION

Placement into ENC 1101 will be based on unweighted high school grade point average (GPA). Students with an unweighted high school GPA below 3.0 will be required to take ENC 1930

Essay Writing prior to enrollment in ENC 1101.

Transfer Students

Students with more than 30 transfer credits may be able to substitute the following for ENC 1101 ENC 1102.

- | | |
|----------|--|
| ENC 2304 | College Writing for Transfer Students (3 cr) |
| | (and then one of the following) |
| ENC 3213 | Professional and Technical Writing (3 cr) |
| ENC 3311 | Advanced Writing and Research (3 cr) |
| ENC 3314 | Writing Across the Curriculum (3 cr) |

GLOBAL LEARNING (GL) REQUIREMENT

Freshmen must complete one Global Learning (GL) Foundation course and one Discipline-Specific course. Transfers who meet UCC requirements prior to entering FIU must complete two Discipline-Specific courses. Transfers who do not meet UCC requirements prior to entering FIU must take one GL Foundation course and one Discipline-Specific course. For an updated list of courses and their effective semester, visit <http://goglobal.fiu.edu>.

SUMMER ENROLLMENT REQUIREMENT

Students who transfer to FIU with fewer than 60 credits must earn at least 9 credits during one or more summer semesters to be eligible for graduation.

EXEMPTIONS

a) **Transfer Students:**

Transfer students with an AA from a FL public college automatically meet the UCC. All others may be required to complete UCC courses.

b) **Natural Science:**

Transfer students who completed one or both science courses without labs at another institution prior to admission to FIU will be deemed to have satisfied the Natural Science requirement.

c) **Honors College:**

Students in the Honors College who have satisfied designated Honors Courses will be deemed to have met sections of the UCC & GL requirements. Visit <http://honors.fiu.edu> for course equivalencies.

WHO IS MY ASSIGNED ADVISOR?

Login to <https://my.fiu.edu> and look for the My_eAdvisor Student Dashboard icon. Use My_eAdvisor to find and message your assigned advisor as well as make appointments and view advisor notes.

MYMAJOR

MyMajor (<http://mymajor.fiu.edu>) provides in-depth information on all FIU undergraduate majors, admissions criteria, career opportunities, and department contact information. MyMajor includes Major Maps, or programs of study, that show students what they need to take to graduate in a timely manner.

PANTHER DEGREE AUDIT

A PDA is an unofficial copy of a student's academic progress that may be obtained from <https://my.fiu.edu>.

ACADEMIC WARNING AND PROBATION

The “warning” and “probation” status has serious implications on academic progress, financial aid, and scholarships. Students must meet with an advisor immediately if placed on Academic Warning or Probation.

EXCESS CREDIT HOUR SURCHARGE

A surcharge is assessed for each credit attempted in excess of 110% of the minimum required for your degree. This typically means students can attempt up to 12 additional credits before incurring double tuition. Visit <http://onestop.fiu.edu> for additional information.

Undergraduate Education Academic Advising Center

Questions: PC 249 (MMC) 305.348.2892

ACI-180 (BBC) 305.919.5754

E-mail: advctr@fiu.edu

Website: <http://undergrad.fiu.edu/advising>

APPENDIX F

Useful Websites

Robert Stempel College of Public Health & Social Work
www.stempel.fiu.edu

School of Social Work
<http://stempel.fiu.edu/academics/social-work/>

Office of Field Education
<http://stempel.fiu.edu/academics/social-work/practicum/>

Major Maps
<http://mymajor.fiu.edu>

Disability Resource Center
<http://drc.fiu.edu>

Center for Academic Success
<https://ugrad.fiu.edu/cas/learning/index.html>

OneStop (enrollment, financial aid, registration)
<http://onestop.fiu.edu/>

National Association of Social Workers—National (NASW)
<http://www.naswdc.org/>

NASW Florida Chapter
<http://www.naswfl.org/>

APPENDIX G
Contact Information

School of Social Work Modesto A. Maidique Campus 12000 SW 8 th Street, AHC5 5 th Floor Miami, FL 33199	(305) 348-5880
Center for Academic Success	(305) 348-2411
Disability Resource Center	(305) 348-3532
Office of Field Education	(305) 348-3881
Financial Aid	(305) 348-7272
Graduate Admissions	(305) 348-7442
Health Services Complex	(305) 348-2401
International Student and Scholar Services	(305) 348-2421
Office of the Registrar	(305) 348-2320
School of Social Work Fax	(305) 348-5312
School of Social Work Academic Advisor	(305) 348-4415
School of Social Work Student Services Coordinator	(305) 348-5841
Social Work Admissions	(305) 348-5887
Stempel Office of Student and Alumni Affairs	(305) 348-7777

APPENDIX H

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