



**Robert Stempel College  
of Public Health  
& Social Work**

# **SCHOOL OF SOCIAL WORK UNDERGRADUATE PROGRAM HANDBOOK Bachelor of Science in Social Work (BSSW)**

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Revised 8/2024

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## **BSSW Mission Statement**

Rooted in the South Florida community, the BSSW program prepares its students for entry-level generalist practice in **diverse**, urban communities, locally and **globally**. Based in the **person-in-environment** and liberal arts frameworks, the program ensures that graduates possess a well-rounded education informed by **innovative research** and collaborative engagement, equipping them to **promote human and community well-being**. Committed to fostering **respect for human diversity**, the program empowers students to **advance human rights and promote social, racial, economic, and environmental justice** through practice **grounded in the social work values and ethics and an anti-racist and anti-oppressive perspective**.

### **Administration**

**Mary Helen Hayden, Ed.D., LCSW, DCSW**  
Director and MSW Program Coordinator  
Florida International University

**Jennifer Abeloff, MSW, MS**  
Associate Director, BSSW Program Coordinator, and  
Clinical Assistant Professor  
Washington University in St. Louis

**Richard Beaulaurier, Ph.D., MSW**  
Ph.D. Coordinator and Associate Professor  
University of Southern California

### **Faculty Holding University Administrative Appointments**

**Andres G. Gil, Ph.D., MSW**  
Professor, Vice President for Research, and Graduate School Dean  
University of Miami

### **Administrative Staff**

**Yuriana Alvarez**  
Office Manager

**Anquanette Anderson, BAS**  
Office of Field Education Program Assistant

**Sheila Jenkins-Boone, MSW**  
Academic Advisor III—Undergraduate

**Gladys Ramos**  
Program Assistant

**Julie Taopo, BA**  
Administrative Assistant

**Doyline Kreegel, LCSW**  
Senior Program Coordinator for Academic Support Services (MSW Advisor)

## Faculty

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**Shanna Burke, Ph.D., LCSW**

Associate Professor  
Simmons College

**Berenice Castillo, Ph.D., MSW**

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Distinguished Professor and  
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**Beatrice Farnsworth, MSW, LCSW**

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Visiting Clinical Assistant Teaching  
Professor and Assistant Coordinator of Field  
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MSW**

Assistant Teaching Professor  
Florida Atlantic University

**Eric Wagner, Ph.D.**

Professor and Director FIU-CBRI  
University of Pittsburgh

**Courtney Wilson, Ph.D., LCSW**

Clinical Associate Professor  
University of Central Florida

## **I. FLORIDA INTERNATIONAL UNIVERSITY**

Florida International University is a comprehensive, multi-campus urban research institution 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 2023, the enrollment grew to over 56,000 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, accredited by the Council on Education for Public Health (CEPH). Stempel College is unique among the nation's accredited schools of public health in its interdisciplinary structure which combines the five (5) academic departments of public health in partnership with the disciplines of nutrition and dietetics, social work, and disaster management. 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. Stempel College strongly strives to reflect the diversity of the greater community 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 offers a Doctor of Philosophy (Ph.D.) in Social Welfare. The BSSW program was among 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 (MMC).

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 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 33 credits.

The Social Work Program received full unconditional reaccreditation from the [Council on Social Work Education](#), the national accrediting body, in the spring of 2016.

#### **IV. SOCIAL WORK AS A PROFESSION**

Social work is an action-oriented profession that challenges people to acknowledge and address the complex problems facing individuals and communities in modern society. The social work student seeks to acquire both knowledge about human beings and society and skills in helping people use their own resources - individual, familial, organizational, community - in meeting their needs.

Social workers are employed in a wide variety of community agencies - family and children's agencies, hospitals, courts, community-development programs, substance misuse programs, and community mental health agencies, 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. CORE COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS**

The core practice competencies are designated in the [2022 Educational Policy and Accreditation Standards \(EPAS\)](#) by the Council on Social Work Education (CSWE). These competencies describe “the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice.” CSWE has broken down the competencies into 20 generalist behaviors, which “are observable components of the competencies”.



Core Competencies	Behaviors
<b>1 – Demonstrate Ethical &amp; Professional Behavior</b>	<ol style="list-style-type: none"> <li>1. Make ethical decisions by applying the standards of the <a href="#">NASW Code of Ethics</a>, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.</li> <li>2. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.</li> <li>3. Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>4. Use supervision and consultation to guide professional judgment and behavior.</li> </ol>
<b>2 – Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>	<ol style="list-style-type: none"> <li>5. Advocate for human rights at the individual, family, group, organizational, and community system levels.</li> <li>6. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</li> </ol>
<b>3 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice</b>	<ol style="list-style-type: none"> <li>7. Demonstrate anti-racist and anti-oppressive social work practice at individual, family, group, organizational, community, research, and policy levels.</li> <li>8. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies acknowledging them as experts of their own lived experiences.</li> </ol>
<b>4 – Engage in Practice-Informed Research and Research-Informed Practice</b>	<ol style="list-style-type: none"> <li>9. Apply research findings to inform and improve practice, policy, and programs.</li> <li>10. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use of quantitative and qualitative research to advance the purposes of social work.</li> </ol>
<b>5 – Engage in Policy Practice</b>	<ol style="list-style-type: none"> <li>11. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</li> <li>12. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</li> </ol>
<b>6 – Engage with Individuals, Families, Groups, Organizations, and Communities</b>	<ol style="list-style-type: none"> <li>13. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</li> <li>14. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</li> </ol>
<b>7 – Assess Individuals, Families, Groups, Organizations, and Communities</b>	<ol style="list-style-type: none"> <li>15. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</li> </ol>

	16. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
<b>8 – Intervene with Individuals, Families, Groups, Organizations, and Communities</b>	17. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. 18. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
<b>9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>	19. Select and use culturally responsive methods for evaluation of outcomes. 20. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## VII. ANTI-RACISM, DIVERSITY, EQUITY, AND INCLUSION (ADEI)

The School of Social Work is dedicated to promoting diversity, inclusion, equity, and justice. In coursework, fieldwork, as well as extracurricular activities and functions, the School is committed to the ongoing work of integrating and teaching anti-racist/anti-oppressive practices. Faculty, staff, and students are expected to model these practices and uphold the values of inclusion, equity, and justice as per the standards of the [NASW Code of Ethics](#), [CSWE Competencies](#), and [FIU's standards](#). The School of Social Work acknowledges ADEI is always a work in progress.

## VIII. ADMISSIONS

### A. Criteria

#### 1. Freshmen (Students with less than 30 credits – Deemed as a Freshman or First Time in College (FTIC) by the University):

- Admissions criteria are the same as the general FIU criteria for freshmen.
- These students can be admitted to the social work major but are not yet admitted to the social work upper division.

#### 2. Change of Major Students with Less than 30 Credits (Students with less than 30 credits – Deemed as a Freshman or First Time in College (FTIC) by the University):

- Already admitted to the University.
- No social work specific admissions criteria.
- These students can be admitted to the social work major but are not yet admitted the social work upper division.

#### 3. Transfer Students with 30-59 Credits:

- 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 30-44 credits:
  - A minimum cumulative GPA of 2.75 in student's college-level courses.

- A “C” or higher in any social work pre-requisite taken (statistics, biology with human content, psychology, American government, economics, and sociology).

For admission with 45-59 credits:

- A minimum cumulative GPA of 2.75 in student’s college-level courses.
- Must have completed all the social work prerequisite courses with a “C” or higher.
- These students can be admitted to the social work major but are not yet admitted to the social work upper division.
- If the student meets the FIU Admissions criteria for Transfer Students but does not meet the social work specific criteria, the student will be admitted to FIU and placed in their second major choice.

#### **4. Change of Major Students with 30-59 Credits:**

- Already admitted to the University.
- Requirements specific to the School of Social Work:  
For admission with 30-44 credits:
  - A minimum cumulative GPA of 2.75 in student’s college-level courses.
  - A “C” or higher in any social work pre-requisite taken (statistics, biology with human content, psychology, American government, economics, and sociology).
 For admission with 45-59 credits:
  - A minimum cumulative GPA of 2.75 in student’s college-level courses.
  - Must have completed all the social work prerequisite courses with a “C” or higher.
- These students can be admitted to the social work major but are not yet admitted to the social work upper division.

#### **5. Transfer Students with 60 or more credits:**

- General FIU Transfer Admissions criteria for students with 60 credits.
- A minimum cumulative GPA of 2.75 in student’s college-level courses.
- Must have completed all the social work prerequisite courses with a “C” or higher.
- In addition to being admitted to the social work major, these students can be admitted to the social work upper division.
- If the student meets the FIU Admissions criteria for Transfer Students but does not meet the social work specific criteria, the student will be admitted to FIU and placed in their second major choice.
- Exceptions to social work upper division admission may be made if the prerequisite course the applicant is missing is taken upon entry into the program as a pre- or co-requisite course with the required beginning social work course. For example, a student may be allowed to take Social Welfare Policy and Services I along with an economics or American government pre-requisite course. However, a student missing the statistics pre-requisite is not permitted to take the research course until statistics is completed.

## **6. Criteria for Admission into the Social Work Upper Division**

Prior to enrollment in the upper division in the social work program, students must have:

- Completed 60 semester hours of coursework or have completed the Associate in Arts degree or its equivalent.
- Satisfied general University requirements for admission including the University's Core Curriculum requirements.
- Met the University's lower division requirements.
- Completed all the pre-requisite courses or their equivalent with a grade of "C" or higher. These courses include: college-level courses in biology (including coverage of human biology) and statistics, 12 semester hours in the social and behavioral sciences which must include one course each in sociology, psychology, economics and American government.
- Achieved a minimum grade point average of 2.75 or higher.
- Exceptions to upper division social work courses admission are the same as stated above in reference to transfer and change of major students with 60 or more credits.

## **B. Evaluation of Applications**

### **1. Freshmen (Students with less than 30 Credits – Deemed as a Freshman or First Time in College (FTIC) by the University):**

For students with less than 30 credits who are applying to the program as part of their application to the University, the Office of Undergraduate Admissions reviews the application for the criteria set forth by the BSSW program. If the student meets the criteria, the Office of Undergraduate Admissions places the student in the system as a social work major. This process is not an admission into the upper division social work courses. The Office of Undergraduate Admissions notifies the students via an email of their acceptance to the University and their status as a social work major. The social work undergraduate academic advisor e-mails the students a welcome, reminds them to attend the University's freshmen orientation, and urges them to seek advising.

For students who do not meet the program's criteria, the student is admitted to FIU into their second choice of major. The Office of Undergraduate Admissions sends a notification to the student.

### **2. Transfer Students with 30-59 Credits**

For students transferring to the University with 30-59 credits, the Office of Undergraduate Admissions reviews the application for University requirements and then, if accepted to the University, refers the application to the School of Social Work. These applications, along with students' transcripts, are first reviewed by the Program Assistant who handles social work admissions. The Program Assistant completes an Admissions Evaluation form electronically and informs the BSSW Program Coordinator of the candidates ready for review. The BSSW Program Coordinator reviews the Admissions Evaluation form as well as other admissions materials as necessary and determines approval or denial of the application. If the application is approved, the Program Assistant informs the University of the decision, and the University sends the student an admissions notification with the status as a social work major and informs them of any missing pre-requisites and the length of time in which the student has to complete those

requirements. This designation is not an admission to the upper division social work courses. The social work undergraduate academic advisor e-mails these students a welcome, tells them to attend the University's transfer orientation, and urges them to seek advising.

For any students who do not meet the program criteria, the student is admitted to FIU and placed in their second choice major. The Office of Undergraduate Admission sends a notification to the student of this decision.

### **3. Transfer Students with 60 Credits or More**

Students transferring to the University with 60 or more credits can have their applications reviewed for admission into the social work major in addition to the upper division social work courses. These students go through the same procedure as those with 30-59 credits.

### **4. Change of Major Students**

Students already admitted to the University who wish to change their major to social work must meet with the social work undergraduate academic advisor. If approved, the social work undergraduate academic advisor will initiate a change of program/plan request electronically. The student must then approve the submission of this change of program/plan request electronically. If the student has less than 60 approved credits, the Program Assistant sends the welcome letter and urges them to seek advising. However, the student is still not admitted into the social work upper division courses. If the student has 60 or more credits, the student is also admitted into the social work upper division courses, and the Program Assistant e-mails the student the welcome letter.

### **5. Admission to Upper Division Social Work Courses**

For those students who have been admitted as social work majors but did not have enough credits to be reviewed for admission into upper division social work courses, the academic advisor monitors their progress as they proceed through the program. The academic advisor conducts freshmen appointment and advising hold campaigns and sends email notifications to all students encouraging participation in academic advising prior to the registration period. Upon meeting, the academic advisor explores underlying issues and presents available options. The academic advisor counsels students out of the major when they are not meeting requirements. When the students near 60 credits, the advisor confirms that the student has the required minimum 2.75 GPA, satisfied all University Core Curriculum state requirements, and successfully passed all the pre-requisites to proceed into the upper division social work courses. At this point, the students are considered admitted to upper division social work, and the academic advisor provides information to the students regarding the mandatory general orientation.

### **6. Admission Decision Types**

Per Florida International University, there are two types of admissions decisions possible at the undergraduate level: accepted or denied.

## **C. Process for Notification of Each Decision Type**

### **1. Freshmen (Students with less than 30 credits – Deemed as a Freshman or First Time in College (FTIC) by the University):**

*Accepted:* If the student meets the criteria, the Office of Undergraduate Admissions notifies the students via an email of their acceptance to the University and their status as a

social work major. The social work undergraduate academic advisor e-mails the students a welcome, reminds them to attend the University's freshmen orientation, and urges them to seek advising.

*Denied:* For any students who do not meet the program's criteria, the student is admitted to FIU into their second choice of major. The Office of Undergraduate Admissions sends a notification to the student.

## **2. Transfer Students with 30-59 Credits**

*Accepted:* Students transferring to the University with 30-59 credits who meet the criteria are e-mailed by the Program Assistant congratulating them on their official admission to the social work major and providing information regarding the mandatory general orientation. The letter of admission also informs the student of any missing pre-requisites and the length of time in which the student must complete those requirements.

*Denied:* For any students applying to the program along with the University who do not meet the program's criteria, the student is admitted to FIU under their second choice of major. The Office of Undergraduate Admissions sends a notification to the student.

## **3. Change of Major Students**

*Accepted:* Students already admitted to the University who wish to change their major to social work must meet with the social work undergraduate academic advisor. If approved, the social work undergraduate academic advisor will initiate a change of program/plan request electronically. The student must then approve the submission of this change of program/plan request electronically. The undergraduate social work academic advisor provides information regarding the mandatory general orientation and academic advising sessions.

*Denied:* If the social work undergraduate academic advisor does not approve the change of major, the student is referred to the advisor for their current major.

## **4. Admission to Upper Division Social Work Courses**

For those students who have successfully meet the criteria upon reaching 60 credits, the social work undergraduate academic advisor advises them on how to enroll in their upper division social work courses and provides information to any who still need to attend the mandatory general orientation.

For those students who have been admitted as social work majors but did not have enough credits to be reviewed for admission into social work upper division, the academic advisor monitors their progress as they proceed through the program. If the students are not meeting the minimum requirements upon nearing 60 credits, they cannot move forward into upper division social work. The academic advisor meets with the students and counsels them out of the social work major and into another major.

## **D. Procedures**

An application form and additional material may be obtained [online](#). Completed applications and supporting material, including official transcripts, must be received in the Office of Undergraduate Admissions by deadline dates set by the Office.

## **IX. ADVISING**

### **A. Professional Advising**

Upon admission into the program, all BSSW students are assigned a faculty advisor who provides professional advising to students. Faculty advisors are available during their office hours and by appointment to answer questions about and help students consider their future professional plans, including potential areas of practice interest, alignment of field internships with career goals, professional development opportunities, and exploration of graduate studies.

### **B. Academic Advising**

The School of Social Work has a full-time advisor for undergraduate students. This advisor serves as the primary Academic Advisor for all undergraduate social work students. The Academic Advisor meets with students upon their admission into the major and maps their program of study. As students progress through their studies, the Academic Advisor meets with them to address any academic issues, such as challenges in or failure of a course, and makes sure that they are on course to graduate on time. Faculty alert the Academic Advisor when a student is struggling in a course and may be in danger of not passing. When a student is facing challenges in a course, the Academic Advisor works with the faculty to provide the student with resources in the program and University to assist. If a student is found to have deviated from the original program of study due to a course failure or other issues, the Academic Advisor works with the student to create a new program of study.

For those students who have been admitted as social work majors but did not have enough credits to be reviewed for admission into upper division social work courses, the Academic Advisor monitors their progress as they proceed through the program. The Academic Advisor counsels students out of the major when they are not meeting requirements. When a student nears 60 credits, the Advisor confirms that the student has the required minimum 2.75 GPA, satisfied all University Core Curriculum, state requirements, and successfully passed all the pre-requisites to proceed into the upper division social work courses.

In addition, the Academic Advisor reviews all students' academic readiness (2.75 GPA and completion of pre-requisites) for field practicum upon their application to the field and works with the student if they do not meet the requirements. Similarly, the Academic Advisor reviews students' readiness for graduation and works with the student to mitigate any obstacles to graduation.

Students should use the Panther Success Network to request appointments with the Academic Advisor. Students also can contact the academic advisor at 305- 348-4415 or [sjenkins@fiu.edu](mailto:sjenkins@fiu.edu) or by email in the Panther Success Network. Students must meet with the Academic Advisor to ensure readiness for internship and graduation and can review their progress on the interactive [Major Maps](#) as well. The Panther Success Network also includes a record of advising notes that both students and advisors may view at any time. Students can access the Network by logging into MyFIU with their Panther ID and My Accounts Password. Once logged in, click on the Academic Advising tile, then click on the Success Network tile, and finally click on the button labeled Go to Panther Success Network.

## X. DEGREE REQUIREMENTS

**The Handbook in effect when the student enters the social work program as a major governs their 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 eight (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 three(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.
2. All students are required to review the FIU catalog upon admission. Students are referred to the catalog for specifics regarding admission, degree requirements and graduation requirements.
3. The degree candidate must have a minimum of 120 semester hours of credit, of which 60 semester hours must be earned at the upper division level from an accredited institution. Normally, the last 30 semester hours must be earned in residence at Florida International University. In addition, students who enter 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.
4. 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 as well as the status of the prior institutions with CSWE and the date when the courses were taken. Courses that were taken six (6) or more years from the time of admissions will not be considered eligible for transfer credit.
5. 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 Program Coordinator. More than 15 upper-level transfer credits may be awarded by the BSSW Program Coordinator to those applicants who present a record of previous study in accredited programs acceptable for substitution.

### B. Course Requirements

The BSSW 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 60 semester hours of upper-division courses must include: 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 courses must be planned in sequence so that pre-requisites and co-requisites are fulfilled.



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 4512L – Practicum II  
SOW 4522 – Field Seminar I  
SOW 4523 – Field Seminar II  
PHC 3101 – Introduction to Public Health

## **2. 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. **Freshmen and sophomores** in the social work major may consider pursuing a minor in an area related to social work if they have 15 general elective credits available prior to attaining 60 credits. A request for minor form must be approved by the BSSW Program Coordinator.

## **3. 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.

## **4. Professional E-Portfolio**

The E-Portfolio serves multiple purposes for the students, faculty, and the program; it is an opportunity for students to critically reflect on their learning throughout the BSSW Program and relate it to the nine (9) 2022 Council on Social Work Education (CSWE) competencies. It is also an outcome measure for the program, allowing faculty to assess areas in the curriculum that need enhancements or modifications. The E-Portfolio can also serve as a sample of a student’s knowledge, skills, and abilities that they can use with prospective employers.

Students are expected to begin working on the E-Portfolio throughout the program. At the beginning of the program, students should review the [E- Portfolio Guidelines](#) for BSSW Students in its entirety and attend the E-Portfolio Workshop. This information is shared at

the mandatory general orientation for new social work students. Workshops on the E-Portfolio are offered each semester, and emails are sent to all active BSSW students regarding the scheduling of those workshops. Students may also use any undergraduate faculty as a resource for working on their E-Portfolio.

The E-Portfolio is completed and submitted during the last semester of the program as a requirement in SOW 4523 Field Seminar II. Panels of social work faculty review each portfolio individually and then convene to reach the final score. The panelists use the E-Portfolio Assessment Rubric found in the [E-Portfolio Guidelines](#) for BSSW Students. Students' E-Portfolios are rated on each competency as follows: Unacceptable = 1; Not Yet Competent = 2; Competent = 3; Above Expectations = 4; Exceptional = 5. The total score equals the sum of scores for all nine (9) competencies.

To graduate, students must pass the E-Portfolio (receive at least a total summary score of 27 or more and only one score below 3 on one competency).

Summary score reflects readiness for generalist social work practice:

- *Unacceptable* (Less than 18 and/or a score below 3 on more than one competency) = There is little evidence of readiness for generalist social work practice.
- *Not Yet Competent* (18 – 26.99 and only one score below 3 on one competency) = There is some evidence of readiness for generalist social work practice but it has not met an acceptable level.
- *Acceptable* (27 or above and only one score below 3 on one competency) = There is evidence of satisfactory readiness for generalist social work practice, but student has one area of competency that will need to be improved.
- *Competent* (27-35.99) = There is clear evidence of satisfactory readiness for generalist social work practice.
- *Above Expectations* (36-42.99) = There is convincing evidence of above satisfactory readiness for generalist social work practice.
- *Exceptional* (43-45) = There is convincing evidence of superior readiness for generalist social work practice in every competency.

If a student does not pass the E-Portfolio, the student must revise and re-submit it by approximately week ten in fall/spring and week six for the summer. The E-Portfolio will then be reviewed again. If the student still does not pass the E-Portfolio, the student will be assigned a mentor and given a third opportunity to revise and submit the E-Portfolio by week fifteen in fall/spring and week eleven in summer. Students who do not pass the E-Portfolio after a third attempt will receive an "F" in SOW 4523 and not graduate from the major. Students may be referred to a Student Review Committee if deemed appropriate.

### **C. Life Experience as Credit**

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

## **XI. 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 make an appointment with the Undergraduate Advisor and obtain approval prior to the electronic submission to pursue the Certificate.

The Certificate in Child Welfare Practice provides BSSW students with the specialized skills, knowledge, and practice competencies 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.

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

### **A. Program Requirements**

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

### **B. Required Courses**

- SOW 4654 - Child Welfare Practice: Assessment and Planning
- SOW 4658 - Mental Health Services for Children & Adolescents in Child Welfare
- 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.

## **XII. 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 256 clock hours each semester (16 hours per week in fall/spring and 21.5 hours per week in summer) or 512 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 Instructor. 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.

## C. The Placement Process

Under no circumstances is a student to make arrangements for their own placement. Any suggestions for future placement opportunities can be directed to the Office of Field Education for determination of eligibility.

### 1. Application to Field

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 5<sup>th</sup>**

**Spring Semester – September 5<sup>th</sup>**

**Summer Semester – January 5<sup>th</sup>**

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 Office of Field Education Program Assistant at [sowpracticum@fiu.edu](mailto: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).

The Assistant Coordinator of Field Education (BSSW Field) 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 of Field Education. 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 zoom or 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.

### 2. Important Placement Rules

- Students may not be placed in agencies where they have volunteered or worked in the past.
- Students interested in a placement where they are employed must complete an additional application (the Employment Setting Practicum application). That application **MUST** be requested from the Office of Field Education no later than 24 hours after the mandatory field orientation and submitted no later than a week after the mandatory field orientation.

- Evening/late-afternoon and weekend placements are extremely limited. The Office of Field Education will hold a lottery for students needing such placements. Although every effort will be made to accommodate full-time working students, those students requesting such placements may be required to postpone practicum until such time as an evening placement becomes available or readjust their schedules to accommodate a weekday, daytime placement. **The School of Social Work is under no obligation to provide evening and weekend placements.** Consequently, practicum placement cannot be guaranteed to students who require evening and weekend placements, and **all students must have at least eight (8) weekday, daytime hours available per week during their practicum experience in order to meet education requirements at the agency.**

### 3. Refusing a Placement

Whenever possible, the Office of Field Education attempts to arrange a placement which considers the student's preferences as indicated on their 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.

### 4. Field Evaluation

Each student should be actively involved in the educational process necessary to attain required social work skills. Therefore, students must continually assess their learning needs, strengths, and problems as reflected in a formal learning contract. This continuous assessment provides a foundation for both the student and the Field Instructor for the development of supervisory conferences and a successful field education experience. 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. A passing grade in field practicum is required for continuation in the program. Field courses cannot be repeated.

For more information about the Field Application process and the field placement, please refer to the [BSSW Field Education Manual](#).

## XIII. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

### A. Ethical Community Membership

The FIU School of Social Work, including the BSSW Program, is an ethical community. The guiding principles central to the School's ethical community and ensuring professional competence by all social work students are the [Council on Social Work Education's \(CSWE\) nine \(9\) competencies](#); adherence to a set of values, principles, and ethical standards universally accepted by the social work profession and set forth by the [National Association of Social Workers](#) (NASW); and the standards set forth in the [FIU Student Conduct and Honor Code](#). The School's faculty, staff, administration, and students choose to be a part of

the ethical community. As such, all incoming students must commit to uphold these principles by taking the [School of Social Work's Student Honor Pledge](#).

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 performance or nonacademic conduct that may result in a review of the student's situation and their continuing progress in the Social Work Program. Both academic and professional performance issues may also be potential violations of the ethical community's guiding principles and result in an initiation of the Student Review and Termination Procedures.

## **B. Academic Performance**

### **1. Grading Scale**

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

A	4.00	93-100	B	3.00	83-86	C	2.00	70-76
A-	3.67	90-92	B-	2.67	80-82	D	1.00	60-69
B+	3.33	87-89	C+	2.33	77-79	F	0	< 60

except for 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 nine (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:** An undergraduate student whose cumulative GPA falls below a 2.0 will be placed on warning, indicating academic difficulty. The designation will be notated on the transcript.
- **Probation:** An undergraduate student on warning whose cumulative GPA remains below 2.0 will be placed on probation, indicating serious academic difficulty. The designation will be notated on the transcript. The College/School of the student on probation may indicate the conditions which must be met in order to continue enrollment.
- **Dismissal:** An undergraduate student on probation whose cumulative and semester GPAs fall below a 2.0 will automatically be dismissed from his/her program and the University. The designation will be notated on the transcript. An undergraduate student will not be dismissed prior to attempting a minimum of 20 semester hours of coursework. The dismissal from the

University is for a minimum of one year. After one year, the student may apply for re-admission (see Re-admission) to the University in the same or different program, or register as a non-degree seeking 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.

**2. Field Performance**

As per the BSSW Field Manual (Section XII: Evaluation), “The field evaluation process begins on the first day the student enters the agency. This process is an ongoing appraisal of the student’s performance. The Faculty Field Liaison monitors the performance of students through a variety of means including but not limited to: site visits, discussion with Field Instructor, discussion with students, process recordings, the Mid-Semester Field Evaluation, and consultation with the Field Seminar Instructor. The Mid-Semester Field Evaluation helps assure an ongoing evaluation process between the Field Instructor, student, and Field Liaison and the early identification of areas in need of further growth. The Final Field Evaluation, prepared by both the Field Instructor and student at the end of the semester, should reflect a composite of material discussed in supervisory conferences and the site visit(s) throughout the semester. Evaluations are to be prepared in accordance with the outlines provided by the Office of Field Education. The final grade is assigned by the Field Seminar Instructor with recommendations from the Faculty Field Liaison, and input from the Field Instructor.

**a. Mid-Semester Field Evaluation of Student Performance**

The Mid-Semester Field Evaluation evaluates students halfway through the semester (8 weeks in fall/spring; 6 weeks in summer) on a 4-point Likert scale where “0” is Not Yet Started, “1” is “Below Satisfactory,” “2” is Satisfactory, and “3” is Above Satisfactory. The evaluation must be submitted via IPT and requires the signature of both the Field Instructor and the student. The student’s signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement. The Mid-Semester Field Evaluation should be submitted via IPT to the Office of Field Education on the date indicated in the Practicum syllabus. If a Mid-Semester Field Evaluation results in a “1” (Below Satisfactory) or “0” (Not Yet Started), the Faculty Field Liaison will consult with the Field Instructor and student to discuss the areas of concern and may formulate a written Field Internship Support Plan to address those areas below expectations (unless already implemented).

**b. Final Field Evaluation of Student Performance**

The Final Field Evaluation evaluates the students at the end of the semester on a 5-point Likert scale where “1” is Unacceptable, “2” is Below Satisfactory, “3” is Satisfactory, “4” is Above Satisfactory, and “5” is Exceptional. The evaluation must be submitted via IPT and signed by the student and the Field Instructor. The student’s signature indicates only that the student has read the evaluation. The student may submit a statement in writing about areas of disagreement. The exact timing of the preparation of the evaluation is determined by the Field Seminar Instructor within



time limitations established by the Assistant Coordinator of Field Education (BSSW Field) and the University calendar. An evaluation that identifies multiple areas of concern will result in a meeting between the Coordinator of Field Education and the Field Instructor to discuss the deficits in order for the Field Seminar Instructor to determine a final grade. If a negative evaluation contributes to a failure (“F”) in the practicum, a failing grade is assigned. A failure (“F”) in the practicum results in termination from the program. A Student Review and Termination Committee can be called to recommend if the student can continue in the program.

### **3. The Professional Social Work E-Portfolio**

The Professional Social Work E-Portfolio links assignments from throughout the curriculum with the competencies, including students’ discussions of the connection between the assignments and competencies as well as the connect between their field practicum experience and the competencies. The students also complete their summative reflection with a discussion of their students’ experience in the program and progress on their goals. Students complete the E-Portfolio during their last semester of the Program, submitting it in Field Seminar II (SOW 4523). **Students must pass the E-Portfolio to pass Field Seminar II (SOW 4523) and graduate.**

Panels of faculty complete the grading. They check for the assignments and field experience discussion and their correspondence to a competency but do not re-evaluate the assignments. The panels use [the E-Portfolio Assessment Rubric](#) to evaluate the E-Portfolios. For each competency, the panelists’ scores are averaged. The final score is based on the total summary score and any averaged score below a “3” is noted. To graduate, students must pass the E-Portfolio (receive at least a total summary score of 27 or more and only one score below 3 on one competency). If a student does not pass the E-Portfolio, the student must revise and re-submit it by approximately week ten in fall/spring and week six for the summer. The E-Portfolio will then be reviewed again. If the student still does not pass the E-Portfolio, the student will be assigned a mentor and given a third opportunity to revise and submit the e- portfolio by week fifteen in fall/spring and week eleven in summer. Students who do not pass the E-Portfolio after a third attempt will receive an “F” in SOW 4523 and not be able to graduate from the social work major. Students may be referred to a Student Review Committee if deemed appropriate.

Please see [E-Portfolio Guidelines for BSSW Students](#) for more information.

### **4. 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. Engagement in academic misconduct as defined by the University in the [Student Conduct & Honor Code](#) will result in a required meeting with the involved faculty and BSSW Program Coordinator and/or a formal complaint to the Office of Student Conduct and Academic Integrity. Such misconduct may also result in an initiation of a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well as are a violation of the ethical community’s principles, specifically as they violate the [National Association of Social Workers’ Code of Ethics](#).

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

- a. Plagiarism, cheating, or any other form of academic misconduct as defined by the [University in the Student Conduct & Honor Code](#).
- b. Failure to maintain a 2.75 GPA (BSSW) or more than one semester of academic probation.
- c. Failure to follow course sequencing as scheduled and/or advised unless other arrangements were made and approved in writing by the BSSW Program Coordinator or Director of the School.
- d. A failing grade for any semester of the field practicum.

### **C. Professional Performance**

As part of an ethical community, students are expected to demonstrate professional conduct and attitudes in all parts of the Social Work Program.

#### **1. Expectations for Professional Performance**

Students must:

- Understand and adhere to the [Code of Ethics of the National Association of Social Workers](#);
- Adhere to the mission of the social work profession that is rooted in a set of core values including:
  - Service to others,
  - Promotion of social, economic, racial, and environmental justice,
  - Respect for the dignity and worth of all persons,
  - Recognition of the central importance of human relationships,
  - Behavior reflecting trustworthiness, and
  - Development and enhancement of professional competence and expertise.
- Be actively involved in professional social work development through assessment of their academic and personal aptitude and performance;
- Learn and demonstrate the skills, abilities, and knowledge of the nine (9) competencies set forth by the [Council on Social Work Education \(CSWE EPAS, 2022\)](#) in classes and fieldwork:
  - Demonstrate ethical and professional behavior;
  - Advance human rights and social, racial, economic, and environmental justice;
  - Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice;
  - Engage in practice-informed research and research-informed practice;
  - Engage in policy practice;
  - Engage with individuals, families, groups, organizations, and communities;
  - Assess individuals, families, groups, organizations, and communities;
  - Intervene with individuals, families, groups, organizations, and communities;
  - Evaluate practice with individuals, families, groups, organizations, and communities.
- Be inclusive and respectful of individual diversity, including differences and intersectional ties of “age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration

status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status” (CSWE, 2022).

## **2. Criteria for Professional Performance Review**

Possible professional 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 [FIU Student Conduct & Honor Code](#) as well as a failure to meet the [CSWE competencies](#).

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 (see section XIV for more details).

The following professional performance matters include, but are not limited to, inappropriate or disruptive behavior toward colleagues, faculty, staff, field instructors, clients or others within the social work program, university, field placement, or affiliated organizations.

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.

Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):

- Entering into a dual relationship with clients or failing to disclose a conflict of interest.
- Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
- Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.

- Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or educators.
- Exploitation of clients who lack the capacity to make informed decisions.
- 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.
- 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.
- Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
- 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.
- Failure to comply with all agency and School of Social Work policies and procedures (e.g., physicals, drug screens, liability insurance, dress and appearance codes, immunizations, and criminal background checks).
- Inappropriate use of technology (social network sites, online chatting, e-mail, texting, telephone, databases, video etc.)

#### **XIV. STUDENT ACADEMIC AND PROFESSIONAL MISCONDUCT PROCEDURES**

##### **A. Academic Misconduct Procedures**

For issues related to academic misconduct, as defined by the University's [Student Conduct & Honor Code](#), the School follows the University process as outlined in the [Student Conduct & Honor Code](#). Prior to initiation of the University process, the BSSW Program Coordinator and involved faculty will meet with the student. The School may also initiate a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well as due to their violation of the [National Association of Social Workers' Code of Ethics](#).

For all other academic performance issues addressed by University policy and defined in section XIII of this Handbook:

1. 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 meeting.
2. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
3. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
4. The student may choose to bring a personal advocate (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 their 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. Staff or faculty of the School of Social Work may not serve as the advocate.

5. 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 (5) working days of this meeting.
6. Written notification of the Director's decision will be sent to the student within five (5) 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 warrants immediate termination from the Program;
  - Referral of the matter to the BSSW Program Coordinator or the Assistant Coordinator of Field Education (BSSW Field) to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
    - A timeline 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.
7. 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.

## **B. Professional Misconduct Procedures**

A student, client, supervisor, field instructor, colleague, or faculty member who observes or has knowledge of any of the above professional performance issues or any other behaviors which appear to interfere with professional social work education or practice and/or violate the principles of the School's ethical community, may bring the issues to the attention of the Director of the School of Social Work.

For all professional performance issues:

1. 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 meeting.
2. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.
3. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
4. The student may choose to bring a personal advocate (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 their 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. Staff or faculty of the School of Social Work may not serve as the advocate.
5. 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 (5) working days of this meeting.
  6. Written notification of the Director's decision will be sent to the student within five (5) 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 warrants termination from the Program;
    - Referral of the matter to the BSSW Program Coordinator or the Assistant Coordinator of Field Education (BSSW Field) to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
      - A timeline 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.
  7. 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.

*\*\* If the matter has occurred in the field, please refer to the [BSSW Field Manual's Problem-Solving in Field Placement](#) and follow the steps for Field Instructor Identifies a Concern. \*\**

### **C. Student Review & 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:

1. The Associate Director or designee will serve as the chair to the Committee.
2. A Coordinator of Field Education 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.
3. A student representative from the School of Social Work in the BSSW program will serve on the committee.
4. A faculty member from the School of Social Work will serve on the Committee.

### **D. Reinstatement After Termination**

A student whose enrollment in a degree program has been terminated because 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 they 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 Program 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 their 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 Professional Misconduct Procedures Process above (#7).

## **XV. ACADEMIC AND PROFESSIONAL GRIEVANCE PROCEDURES (DUE PROCESS PROCEDURES)**

### **A. Academic Grievances**

The Program's definition of academic grievances follows that of the University. The procedure, similarly, follows the model of the University. The [University Academic Grievances Procedure](#) is below.

#### **1. Informal Academic Grievance Procedure**

- Undergraduate students must attempt to resolve informally an academic 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 (10) 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 academic grievance through an informal meeting with the professor.
- If the matter cannot be resolved, or if the professor cannot be reached, the student must meet next with the department chair. If the student's grievance is against a committee, the student must meet with the committee chairperson.
- If the matter cannot be resolved, the student must meet next with the department chair. The informal grievance process is terminated at the department level except when the department chair is the subject of the complaint in which case the

grievance continues to the college or school dean. A mutually agreeable resolution shall be formalized through a notation in the student's file/record which is initialed by the student and the professor or college or school dean.

## **2. Formal Academic Grievance Procedure**

- The academic grievance procedure within the Office of the Faculty Fellow for Academic Integrity is initiated by filing a written complaint with the Faculty Fellow for Academic Integrity or designee. The complaint must be filed within fifteen (15) business days\* of the date the informal resolution process ends, or within twenty (20) business days\* after classes begin in the semester following that in which the complaint arose – whichever is later.
- After receipt, the Faculty Fellow for Academic Integrity or designee, in consultation with the chairperson of the Undergraduate Education Grievance Committee, will review the complaint to determine whether it falls within the scope of this policy and whether a formal hearing is warranted. When there are disputed issues of material fact which must be determined, a formal hearing is warranted.
- If the complaint does not fall within the scope of this policy, then the student shall be so notified in writing.

### **B. Undergraduate Student Academic Grievance Committee**

Where a complaint falls within the scope of this policy and there are disputed issues of material fact to be determined, the Faculty Fellow for Academic Integrity or designee will refer the matter to the Undergraduate Student Academic Grievance Committee. The grievance committee will be composed of five members, two of whom should be undergraduate students selected by the Faculty Fellow for Academic Integrity or designee from a list of names supplied by the Student Government Association (SGA) and/or the academic deans. The other members of the committee shall be three full-time faculty who have experience with undergraduate programs. They will be selected from lists supplied by the academic deans and/or the Faculty Senate. The faculty members of the committee will include two faculty from academic units outside of the school/college where the student is enrolled and where the grievance has been filed. The chairperson of the committee will be jointly selected by the Faculty Fellow for Academic Integrity or designee and the chairperson of the Faculty Senate.

### **C. Procedure of Policy**

A hearing shall be scheduled as soon as possible but no later than 45 business days\* after receipt of the grievance. The grieving party and the professor shall be notified by the Faculty Fellow for Academic Integrity or designee in writing, of the date and time in which to appear for the formal hearing. The hearing shall be conducted with such formality as is necessary to insure the proceeding is fair and in a manner that allows both sides of the dispute to be presented. The hearing shall be recorded. At the conclusion of the hearing, the members of the committee shall have the opportunity to deliberate outside the presence of the parties. A written report including findings of facts, conclusions and recommendations shall be prepared and forwarded to the Faculty Fellow for Academic Integrity or designee. The Faculty Fellow for Academic Integrity or designee shall issue a written decision within fifteen (15) business days\* of receipt of the committee's report. The student and the professor



will be sent copies of the Faculty Fellow for Academic Integrity's determination by certified mail.

#### **D. Appeals**

Any decision of the Faculty Fellow for Academic Integrity may be appealed by either the grieving student or the professor where there is evidence that a significant impropriety in the review process occurred. The appeal must be in writing, specify in detail the alleged procedural impropriety, and must be filed in the Office of the Provost within ten (10) business days\*, of the date of receipt of the Fellow's decision. The Provost or a designee shall review the appeal and the record of the formal hearing and issue a decision within twenty (20) business days\*. The decision of the Office of the Provost is final.

\* "Business Day" is defined as day when University administrative offices are open.

*\*For any academic grievances that do not fall under the University's policy, students may refer to the grievance procedure for professional conduct grievances.\**

#### **E. Professional Performance Grievances**

Any student grievances that do not fall under the University's definition and policy for academic grievances can be addressed through the following professional grievances policy of the School of Social Work:

1. Undergraduate students must attempt to resolve informally a professional grievance as soon as possible. A student must initiate informal resolution procedures by contacting the instructor, committee chairperson, or Director of the School with whom there is a complaint no later than ten (10) 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 instructor, committee chairperson, or administrator. If the matter is resolved through that meeting, no further steps need occur.
2. If the matter cannot be resolved, or if the person with whom there is a complaint cannot be reached, the student may make a written appeal to the School's Director within ten (10) days of the failure to resolve the matter informally. Complainants against the School Director should go to step #7. 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:
  - a. Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee.
  - b. Upholding the decision of the faculty member (student may appeal this decision by progressing to step #7).
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 (10) 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.

4. 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 their personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but their personal advocate or advisor may not speak for the student or represent the student to the Committee. Staff or faculty of the School of Social Work may not serve as the advocate.
5. 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 (5) working days of the meeting.
6. Written notification of the Director's decision will be sent to the student within ten (10) 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:
  - a. Upholding the decision,
  - b. Remediation of the problem.
7. If satisfaction is not achieved at this level or the complaint was against the School Director, 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.

Any grievance related to the field internship should follow the Problem-Solving in Field Placement steps in the BSSW Field Manual. If the problem is unresolved using those steps, the student should refer to #2 above.

**Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University by reviewing the [FIU Student Handbook](#) and related websites.**

#### **F. Undergraduate Appeal of Academic Dismissal**

A student who has been academically dismissed from the University will have ten working days to submit an appeal for Academic Reinstatement. The appeal for Academic Reinstatement is the formal method through which a student can appeal the dismissal decision. In order for a student's appeal to be considered complete, the following documentation must be submitted to OneStop:

1. Personal Statement describing the circumstances that led to the student's lack of academic progress; this statement must also include a statement describing a change of conditions that will facilitate improved academic performance.
2. Academic Plan signed by the student's academic advisor. The plan describes the academic steps suggested by the advisor to facilitate improvement in the student's academic performance.
3. Academic Agreement signed by the student's College/School Dean or the Dean's designee (usually the student's Department Chair); the College/School Dean or Dean's designee is responsible for approving or denying the reinstatement appeal.
4. Supporting Documentation is required for financial aid recipients; this documentation should support any claims or assertions made the student's Personal Statement.

If approved, the Academic Reinstatement specifies the term for which the student has been reinstated and (if applicable) limitations on the number of credit hours in which a student can enroll; please note that the student must enroll during the term specified in the reinstatement decision. Dismissed students reinstated to the university are placed on academic probation. <https://policies.fiu.edu/files/723.pdf>

## **XVI. GRADUATION CHECK & 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 BSSW 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 nine (9) credit hours for one or more summer terms. Students are responsible for meeting this requirement.

A graduating student may apply for academic honors based on their 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 40 semester hours (courses with letter grades only) at Florida International University since the fall of 1975.

## **XVII. OUTCOMES 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 competencies and behaviors of the program.

For the baccalaureate program, the CSWE measures are the Final Field Evaluation (completed by Field Instructors), and the Professional Social Work E-Portfolio. The competencies and 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. The Professional Social Work E-Portfolio similarly links learning products from the curriculum to the competencies. A student exit survey is also used for feedback regarding the Program.

### **A. The Professional Social Work E-Portfolio**

The Professional Social Work E-Portfolio links assignments from throughout the curriculum with the competencies, including students' discussions of the connection between the assignments and competencies as well as the connect between their field practicum experience and the competencies. The students also complete their summative reflection with a discussion of their students' experience in the program and progress on their goals. Students complete the E-Portfolio during their last semester of the Program, submitting it in

Field Seminar II (SOW 4523). **Students must pass the E-Portfolio to pass Field Seminar II (SOW 4523) and graduate.**

Panels of faculty complete the grading. They check for the assignments and field experience discussion and their correspondence to a competency but do not re-evaluate the assignments. The panels use [the E-Portfolio Assessment Rubric](#) to evaluate the E-portfolios. For each competency, the panelists' scores are averaged. The final score is based on the total summary score and any averaged score below a "3" is noted. To graduate, students must pass the E-Portfolio (receive at least a total summary score of 27 or more and only one score below 3 on one competency). If a student does not pass the E-Portfolio, the student must revise and re-submit it by approximately week ten in fall/spring and week six for the summer. The E-Portfolio will then be reviewed again. If the student still does not pass the E-Portfolio, the student will be assigned a mentor and given a third opportunity to revise and submit the E-Portfolio by week fifteen in fall/spring and week eleven in summer. Students who do not pass the E-Portfolio after a third attempt will receive an "F" in SOW 4523 and not be able to graduate from the social work major. Students may be referred to a Student Review Committee if deemed appropriate.

Please see [E-Portfolio Guidelines for BSSW Students](#) for more information.

### **B. BSSW II Final Field Evaluation**

At the end of the final semester of the undergraduate program, each student's practicum performance is evaluated by their Field Instructor using the behaviors for each competency. Field Instructors assign a number of 1-5 for each behavior as follows: Unacceptable = 1; Not Yet Competent = 2; Competent = 3; Above Expectations = 4; Exceptional = 5.

## **XVIII. STUDENT INPUT AND PARTICIPATION**

### **A. Policy for Implicit and Explicit Curriculum**

The BSSW program encourages students to provide input and participate in the design and delivery of its formal education – including curriculum design, course offerings, course content, and field education – through a diversity of accessible opportunities, including serving as the BSSW student representative on various committees and participating in surveys, feedback sessions, and student groups.

Students are similarly encouraged to provide input and participate in the undergraduate learning and program environment through a variety of accessible formal and informal mechanisms, including serving as student representatives on committees and engaging in peer groups, student organizations, surveys, and feedback sessions.

### **B. Student Organizations**

The Student Social Work Association (SSWA) is the organization for social work students. SSWA leads a variety of service activities at FIU and in the community.

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](#).

### **C. Peer Groups**

The School offers peer support opportunities for all social work students. The following groups are active:

- The Social Work Student Community Group (contact Prof. Victoria Gray at [vgray@fiu.edu](mailto:vgray@fiu.edu))
- Black Social Work Student Voices Group (contact Dr. Courtney Wilson at [couwilso@fiu.edu](mailto:couwilso@fiu.edu))
- LGBTQIA+ Peer Group (contact Prof. Jennifer Abeloff at [abeloffj@fiu.edu](mailto:abeloffj@fiu.edu))
- Herman@s Peer Group for Hispanic/Latinx Students (contact Prof. Victoria Gray at [vgray@fiu.edu](mailto:vgray@fiu.edu))

## **XIX. RESOURCES**

### **A. 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 people with disabilities. 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 disabilities.

The Disability Resource Center (DRC) collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If a student has a diagnosed disability and plans to utilize academic accommodations, they should contact the DRC at 305-348-3532 Modesto Maidique Campus (MMC) or at 305-919-5345 Biscayne Bay Campus (BBC) to schedule an appointment. More information is available at the [DRC website](#).

### **B. Financial Assistance**

At Stempel College, it is understood that academic success can be affected by financial aid and funding opportunities. Students have access to myriad funding options by degree level (bachelor's, master's, doctoral) and by academic discipline (Public Health, Dietetics & Nutrition, Social Work, and Disaster Management). Stempel College and the Office of Student & Alumni Affairs is committed to helping its students. Whether that be helping brainstorm funding sources, providing feedback on scholarship materials, or having someone to talk to, the Office of Student & Alumni Affairs is here to help. The Office of Student & Alumni Affairs is located in AHC5-145, or questions can be directed to Irene Abad ([iabad@fiu.edu](mailto:iabad@fiu.edu)). Information on scholarships and other funding opportunities are available on the [Stempel Website](#).

## C. Libraries

The University has [libraries](#) at both MMC and BBC, as well as full access to databases, books, and journals online.

## D. Career/Graduate Study Planning

### 1. 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 33 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 [online](#).

### 2. Employment

Stempel College has a career counselor in the College to provide a variety of resources including assistance with resumes and interviewing skills. To access those services, please contact Isabel Capella at [icapella@fiu.edu](mailto:icapella@fiu.edu) or 305-348-2264.

FIU Career Services maintains job openings through [Handshake](#). The College's Office of Student and Alumni Affairs also provides information about job openings in the weekly e-newsletter.

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

## E. Health/Mental Health Services

### Health

#### [Blue and Gold Clinics](#)

Student Health Center (SHC)  
Monday – Friday: 8:00 AM – 5:00 PM  
305-348-8385

#### [Food Pantry](#)

Graham Center (GC) 3<sup>rd</sup> Floor, 319  
Monday, Wednesday, and Thursday:  
12:30 PM – 5:00 PM  
Tuesday: 12:30 PM – 5:30 PM  
Friday: 11:00 PM – 2:00 PM  
305-348-6995 or 305-348-3204  
[pantry@fiu.edu](mailto:pantry@fiu.edu)

### Mental Health

#### [CAPS \(Counseling & Psychological Services\)](#)

Student Health Center (SHC) 270  
Monday – Friday: 8:00 AM – 5:00 PM  
305-348-2277 (CAPS)

#### [Victim Empowerment Program \(VEP\)](#)

Student Health Center (SHC) 270  
Monday – Friday: 8:30 AM – 5:00 PM  
305-348-2277  
[advocacy@fiu.edu](mailto:advocacy@fiu.edu)

## XX. APPENDIX A: SOCIAL WORK STUDENT CONTRACT

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

#### **SOCIAL WORK STUDENT CONTRACT**

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:
  - Service to others,
  - Promotion of social, economic, racial, and environmental justice,
  - Respect for the dignity and worth of all persons,
  - Recognition of the central importance of human relationships,
  - Behavior reflecting trustworthiness, and
  - Development and enhancement of professional competence and 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 personal aptitude and performance.
4. To learn and demonstrate the skills, abilities, and knowledge of the nine (9) competencies set forth by the [Council on Social Work Education \(CSWE EPAS, 2022\)](#) in classes and fieldwork:
  - Demonstrate ethical and professional behavior;
  - Advance human rights and social, racial, economic, and environmental justice;
  - Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice;
  - Engage in practice-informed research and research-informed practice;
  - Engage in policy practice;
  - Engage with individuals, families, groups, organizations, and communities;
  - Assess individuals, families, groups, organizations, and communities;
  - Intervene with individuals, families, groups, organizations, and communities;
  - Evaluate practice with individuals, families, groups, organizations, and communities.
5. To be inclusive and respectful of individual diversity, including differences and intersectional ties of “age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status” (CSWE, 2022).

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.

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**Print Name**

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**Signature**

---

**Panther ID**

---

Academic Level (**BSSW** or **MSW**)

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**Date**



## XXI. APPENDIX B: PROGRAM PLAN

### 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-req: 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-req: 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-req: Biology with Human Content; SOW 3113 - The Social Environment and Human Behavior I
SOW 3233 - Social Welfare Policy and Services II (GL)	Pre-req: 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-req: 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-req: 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

<b>BLOCK IV</b>		
<b>COURSE</b>	<b>PRE-REQUISITE</b>	<b>CO-REQUISITE</b>
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

<b>CAN BE TAKEN AT ANY TIME DURING THE PROGRAM</b>
(2) 3 Credit Social Science Elective
PHC 3101 Introduction to Public Health

<b>ELECTIVE SOCIAL WORK COURSES (6 Semester Credit Hours)</b>		
<b>COURSES</b>	<b>PRE-REQUISITE</b>	<b>CO-REQUISITE</b>
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	None
SOW 4932 - Seminar in Social Work Practice	None	None

## XXII. APPENDIX C: CONTACT INFORMATION

Director and MSW Program Coordinator  
Dr. Mary Helen Hayden

[haydenm@fiu.edu](mailto:haydenm@fiu.edu)

Associate Director & BSSW Program Coordinator  
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