



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

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

**Modesto A. Maidique Campus
11200 SW 8th Street
AHC-5 5th Floor
Miami, Florida
305-348-5880
stempel.fiu.edu/academics/school-social-work/**

TABLE OF CONTENTS

BSSW PROGRAM MISSION STATEMENT		
Administration		
Faculty Holding University Administrative Appointments		
Administrative Staff		
Faculty		
I.	FLORIDA INTERNATIONAL UNIVERSITY	7
II.	ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK	7
III.	SCHOOL OF SOCIAL WORK	7
IV.	SOCIAL WORK AS A PROFESSION	8
V.	UNDERGRADUATE SOCIAL WORK PROGRAM	8
VI.	BSSW PROGRAM GOALS	8
VII.	CORE COMPETENCIES AND CORRESPONDING PRACTICE BEHAVIORS	9
VIII.	ADMISSION	12
	A. Requirements	12
	B. Procedures	13
IX.	DEGREE REQUIREMENTS BACHELOR OF SCIENCE IN SOCIAL WORK	13
	A. General Requirements	13
	B. Course Requirements	14
	1. Required Upper-Division Courses for Social Work	14
	2. Courses in Other Departments	15
	3. Professional E-Portfolio	15
	4. Certificate in Child Welfare Practice	16
X.	FIELD EDUCATION	16
	A. Pre-Requisite Requirements	17
	B. Course Requirements	17
XI.	OUTCOME MEASURES	20
XII.	THE PROFESSIONAL SOCIAL WORK E-PORTFOLIO	20
XIII.	GRADES AND RECORDS	20
	A. Dean's List	21
	B. Academic Warning, Probation and Dismissal	21
	C. Final Examinations	21
XIV.	ADVISEMENT	22
XV.	CRITERIA FOR EVALUATION OF ACADEMIC & PROFESSIONAL PERFORMANCE	22
	Ethical Community Membership	22
	1. Academic Performance & Misconduct	22
	2. Professional Performance	23
	Professional Development Assessment Rubric	23
	Criteria for Professional Misconduct Review	24
XVI.	STUDENT PROFESSIONAL & ACADEMIC MISCONDUCT PROCEDURES	25

A. Professional Misconduct Procedures	25
1. The Process	25
B. Academic Performance & Misconduct Procedures	27
C. Student Review & Termination Committee Membership	28
D. Reinstatement After Termination	28
XVII. ACADEMIC & PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURES	29
A. Academic Grievances	29
B. Professional Performance Grievances	30
XVIII. STUDENT ORGANIZATIONS	32
XIX. DISABILITY SERVICES	32
XX. LIBRARY	33
XXI. GRADUATION CHECK AND APPLICATION FOR GRADUATION	33
XXII. CAREER PLANNING	33
A. Graduate Study	33
B. Employment	34

APPENDICES

APPENDIX A Pre-requisites and co-requisites for required social work courses	35
APPENDIX B Social Work Student Contract	37
APPENDIX C BSSW Student Exit Survey	39
APPENDIX D Affiliated Agencies	46
APPENDIX E FIU University Core Curriculum	50
APPENDIX F Professional Development Assessment Rubric	55
APPENDIX G Useful Websites	59
APPENDIX H Contact Information	60
APPENDIX I References	61



BSSW PROGRAM MISSION STATEMENT

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

Administration

Mary Helen Hayden, Ed.D, LCSW, DCSW

Director and MSW Coordinator
Florida International University

Jennifer Abeloff, MSW, MS

Associate Director and BSSW Coordinator
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 and Vice President for Research
University of Miami

Rosa Jones, DSW, LCSW

Founding Professor and Vice-President Emeritus for Student Affairs
Howard University

Administrative Staff

Jessica Arguello

Program Coordinator
Office of Field
Education

Maria Gutierrez

Office Manager

Sheila Jenkins-Boone, MSW

Academic Advisor—Undergraduate

Zenaida Pirri

Administrative
Assistant

Gladys Ramos

Program Assistant

Kelly Sydnor, MSW

Student Services Coordinator

Faculty

Shedrick Boren, Ph.D., MSW

Clinical Assistant Professor
University of Miami

Shanna Burke, Ph.D., MSW

Assistant Professor
Simmons College

Mario De La Rosa, Ph.D., MSW

Professor, Director CRUSADA
Ohio State University

Ivania Delgado, Psy.D., MSW

Assistant Teaching Professor
Carlos Albizu University

Beatrice Farnsworth, MSW, LCSW

Assistant Teaching Professor and Green
Family Foundation
NeighborhoodHELP™
New York University

Nicole Fava, Ph.D., MSW

Assistant Professor
University at Buffalo

Natalia Giordano, MSW, LCSW

Assistant Teaching Professor
Fordham University

Victoria Gray, MSW, LCSW

Assistant Teaching Professor
Florida International University

Hui Huang, Ph.D., MSW

Associate Professor
University of Illinois

Elise Linder, MSW, LCSW

Clinical Assistant Professor and
MSW Field Education Coordinator
University of Georgia

Mark Macgowan, Ph.D., LCSW

Associate Dean and Professor
Barry University

Lourdes Martin, MSW, LCSW

Clinical Assistant Professor and Green
Family Foundation NeighborhoodHELP™
Social Work Supervisor
Florida International University

Miriam Potocky, Ph.D., MSW

Professor
University of Kansas

David Saltman, MSW, LCSW

Assistant Teaching Professor
Rutgers University

Amethyst St. Thomas, MSW, LCSW

Visiting Assistant Teaching Professor and
BSSW Field Coordinator
Barry University

Eric Wagner, Ph.D.

Professor, Director FIU-CBRI
University of Pittsburgh

I. FLORIDA INTERNATIONAL UNIVERSITY

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

II. ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH & SOCIAL WORK

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

III. SCHOOL OF SOCIAL WORK

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

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

Educational opportunities offered in the BSSW program are designed to prepare students for

generalist social work practice working with individuals, families, groups, communities, and organizations. The BSSW degree also prepares students for entrance into graduate schools of social work and for participation in society as informed citizens.

Many graduate schools of social work give advanced standing to students with a bachelor's degree in the field. At FIU, qualified students with a BSSW degree may enter the graduate program with advanced standing and complete their MSW program of study with a minimum of 31 credits.

The program received full unconditional reaccreditation from the Council on Social Work Education, the national accrediting body, in the spring of 2016. The educational policy statement of the Council on Social Work Education can be accessed at www.cswe.org.

IV. SOCIAL WORK AS A PROFESSION

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

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

V. UNDERGRADUATE SOCIAL WORK PROGRAM

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

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

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

VI. BSSW PROGRAM GOALS

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

The goals of the BSSW Program are to:

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

VII. CORE COMPETENCIES AND CORRESPONDING BEHAVIORS AND DIMENSIONS

The core practice competencies are designated in the 2015 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 comprise the competency at the generalist level of competency.” CSWE has broken down the competencies into 33 generalist behaviors, which “are observable components of the competencies” that integrate at least one of the four dimensions: values, skills, knowledge, and/or cognitive and affective processes.

Competency 1—Demonstrate Ethical and Professional Behavior

Behaviors:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context (*Dimensions: skills, values, cognitive and affective processes*);
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations (*Dimensions: skills, values, cognitive and affective processes*);
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication (*Dimensions: skills, values*);
4. Use technology ethically and appropriately to facilitate practice outcomes and (*Dimensions: skills, values*);

5. Use supervision and consultation to guide professional judgment and behavior (*Dimensions: skills, cognitive and affective processes*).

Competency 2—Engage Diversity and Difference in Practice

Behaviors:

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (*Dimensions: knowledge, skills, values*);
7. Present themselves as learners and engage clients and constituencies as experts of their own experiences (*Dimensions: knowledge, skills, values*);
8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (*Dimensions: skills, values, cognitive and affective processes*);
9. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors:

10. Understand the forms and mechanism of oppression and discrimination (*Dimensions: knowledge, skills, values*);
11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels (*Dimensions: knowledge, skills, values*);
12. Engage in practices that advance social, economic, and environmental justice (*Dimensions: skills, values*).

Competency 4—Engage in Practice-Informed Research and Research-Informed Practice.

Behaviors:

13. Use practice experience and theory to inform scientific inquiry and research (*Dimension; knowledge, skills*);
14. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (*Dimensions: knowledge, skills*);
15. Use and translate research evidence to inform and improve practice, policy, and service delivery (*Dimensions: knowledge, skills*).

Competency 5—Engage in Policy Practice

Behaviors:

16. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services (Dimensions: knowledge);
17. Assess how social welfare and economic policies impact the delivery of and access to social services (Dimensions: knowledge);
18. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice (Dimensions: knowledge, skills).

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities

Behaviors:

19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies (Dimensions: knowledge, skills);
20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (Dimensions: skills, cognitive and affective processes).

Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities

Behaviors:

21. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies (*Dimensions: knowledge, skills*);
22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies (*Dimensions: knowledge, skills*);
23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (*Dimensions: knowledge, skills, values*);
24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies (*Dimensions: knowledge, skills, values*).

Competencies 8—Intervene with Individuals, Families, Groups, Organizations, and Communities

Behaviors:

25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (*Dimensions: knowledge, skills*);
26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies (*Dimensions: knowledge, skills*);
27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes (*Dimensions: skills*);
28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies (*Dimensions: knowledge, skills*);
29. Facilitate effective transitions and endings that advance mutually agreed-on goals (*Dimensions: skills*).

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

Behaviors:

30. Select and use appropriate methods for evaluation of outcomes (*Dimensions: skills*);
31. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes (*Dimensions: knowledge, skills*);
32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes (*Dimensions: knowledge, skills*);
33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels (*Dimensions: skills*).

VIII. ADMISSION

A. Requirements

1. Students entering FIU as freshmen:
Admissions criteria are the same as the general FIU criteria for freshmen.
2. Student entering FIU as Transfer students with less than 60 earned, approved credits
Admissions criteria are as follows:
 - General FIU criteria for Transfer students with less than 60 earned, approved credits.
 - Additional requirements specific to the School of Social Work:
 - For admission with fewer than 30 credits, the School of Social Work **also** requires students to have a minimum cumulative GPA of 2.5 in your college-level courses.
 - For admission with less than 45 credits, the School of Social Work **also** requires students to have a minimum cumulative GPA of 2.75 in your college-level courses

and a “C” or higher in any pre-requisite taken (see below for list).

- For admission with 45-59 credits, the School of Social Work **also** requires students to meet the criteria listed below under # 3.

3. Students transferring to FIU with 60 or more earned, approved credits

In addition to the general FIU Transfer Admissions criteria for students with 60 credits or more, the following criteria must be met:

For admission with 60 or more credits, the School of Social Work requires students to have a minimum cumulative GPA of 2.75 in your college-level courses and have completed one course in each of the following with a “C” or higher:

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

Biology with Human Content - BSC 1010 or BSC 2023 or other Biology course with human content.

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

American Government - POS 2041

Economics - ECO 2013 or ECO 2023

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

If you meet the FIU Admissions criteria for Transfer Students with 60 credits or more, but do not meet the above criteria, you will be admitted to FIU and placed in your second major choice.

The University Core Curriculum, foreign language, and the pre-requisite requirements in statistics, human biology with human content, and the required social sciences (psychology, sociology, economics and American government), must be completed prior to Block II. All other University Graduation Requirements, including global learning, must be completed before entering the field component of the program (Block III).

B. Procedures

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

IX. DEGREE REQUIREMENTS BACHELOR OF SCIENCE IN SOCIAL WORK

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

A. General Requirements

1. The candidate for the degree must complete the core curriculum requirements, as defined by the University. These requirements are specified in the University catalog. All

students must complete a minimum of 8 semester hours in a foreign language or two years of the same foreign language in high school and the global learning requirements. In addition, students must meet the pre-requisites (with a minimum grade of “C”) of one 3-semester-credit hour college course in Human Biology, one course in Statistics, and one course from each of the following areas: Psychology, Sociology, Economics and American Government.

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

2. The degree candidate must have a minimum of one hundred and twenty (120) semester hours of credit, of which sixty (60) semester hours must be earned at the upper division level from an accredited institution. Normally, the last thirty (30) semester hours must be earned in residence at Florida International University. In addition, students who enter into the Florida State University System with fewer than 60 credit hours are required to earn at least nine credit hours prior to graduation by attending one or more summer terms at a Florida state university.
3. Criteria for considering upper-level transfer credit include: a review of the prior educational institution's catalog description and syllabi of courses put forth for evaluation. Course syllabi are reviewed for the specific learning objectives, including which practice behaviors are addressed in the identified area. In review of social work courses, status of the prior institutions with CSWE is considered.

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

4. A grade-point average of at least 2.0 or higher in upper-division courses is required for continuance in the program and a 2.75 for admission into the practicum.

B. Course Requirements

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

1. Required Upper-Division Courses for Social Work

The sixty (60) semester hours of upper-division courses must include: fifty-one (51) semester hours in social work courses, including two consecutive Practicum courses totaling 14 semester hours; six (6) credits of upper-division electives*; and three (3) semester hours in a required public health course (required as of summer, 2011). The social

work, public health, and elective courses must all be completed with a “C” or higher. Both Practica courses must be completed with a “P”. All courses must be planned in sequence so that pre-requisites and co-requisites are fulfilled. For the complete list of course pre-requisites and co-requisites see Appendix B.

Required courses for Social Work are:

SOW 3113 – The Social Environment & Human Behavior I
SOW 3100 – The Social Environment & Human Behavior II
SOW 3232 - Social Welfare Policy and Services I
SOW 3233 - Social Welfare Policy and Services II
SOW 3203 - Introduction to Social Work Practice
SOW 3313 – Social Work Practice with Families and Individuals
SOW 3350 – Interviewing Techniques Lab
SOW 3403 – Social Work Research
SOW 3620 - Social Work and Human Diversity
SOW 4322 – Social Work Practice with Groups
SOW 4332 – Social Work Practice with Communities and Organizations
SOW 4511L - Practicum I
SOW 4522 – Field Seminar I
SOW 4512L - Practicum II
SOW 4523 – Field Seminar II
PHC 3101- Introduction to Public Health

2 Electives*

***Upper-Division Electives.** The degree candidate must complete six (6) credits of additional upper-division courses in social work or in other related departments with a grade of “C” or higher. Students have a wide range of courses from which they may select those most relevant to their special interests or career objectives. The advisor is prepared to help students choose appropriate electives. Appropriate electives include upper-level courses that support and reinforce the social work major. Subject areas may include sociology, psychology, health services, criminal justice and women’s studies courses. The advisor must approve electives. Students may also choose to minor in an area related to social work by completing 15 credit hours of electives in that minor. A request for minor form must be approved by the BSSW Coordinator. The School of Social Work does not grant social work course credit (including field) for life experience or previous work experience.

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

[Guidelines for BSSW Students](#) for more information.

4. Certificate in Child Welfare Practice

An Undergraduate Certificate in Child Welfare is offered by the School. Students may choose to pursue this Certificate during their program of study. Students must apply for the Undergraduate Certificate in Child Welfare using [the certificate application](#), which must be approved by the School of Social Work prior to submission to the Office of the Registrar.

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

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

Program Requirements

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

Required Courses

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

X. FIELD EDUCATION

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

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

A. Pre-Requisite Requirements

Completion of one college level course with a minimum grade of "C" in: statistics, one course in human biology with human content, psychology, sociology, economics and American government and successful completion (a grade of "C" or better) of the following core courses in the School of Social Work/Robert Stempel College of Public Health & Social Work:

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

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

B. Course Requirements

Both mandatory consecutive field placements require a total of 288 clock hours each semester (18 hours per week in fall/spring and 24 hours per week in summer) or 576 hours total. This exceeds the minimum of 400 hours CSWE requires for undergraduates. Specific scheduling of the weekly requirement of hours is coordinated between the student and Field Educator. In addition, students are required to attend biweekly seminars each semester. **All students will remain at the same agency for both field placements.**

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

Students in the first field placement concurrently take:
SOW 4511L –Practicum I

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

Students in the second field placement concurrently take:

SOW 4512L –Practicum II
SOW 4523 – Field Seminar II

SOW 4332 – Social Work Practice with Communities and Organizations
Please note: Students must take PHC 3101, Introduction to Public Health, prior to graduation.

No field education credit is given for life experience or previous work experience.

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

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

Fall Semester – May 5th
Spring Semester – September 5th
Summer Semester – January 5th

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

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

Important Placement Rules:

- 1) Students may not be placed in agencies where they have volunteered or worked in the past.
- 2) 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. **The School of Social Work is under no obligation to provide such placements.** Consequently, practicum placement cannot be guaranteed students who

require evening/late-afternoon and weekend placements. All students must have at least 8 weekday, daytime hours available per week during their practicum experience in order to meet education requirements at the agency.

- 3) While all alternatives should be assessed prior to requesting an employment-based placement, students interested in this rare option can complete the Employment Setting Practicum application which **MUST** be submitted to the Office of Field Education no later than field application due date.

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

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

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

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

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

XI. OUTCOME MEASURES

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

For the baccalaureate program, the CSWE measures are the Final Field Evaluation (completed by Field Instructor/Educators), and the Professional Social Work E-Portfolio. The competencies and practice behaviors of the program are directly linked to the Field Instructor Evaluations completed on each student by their Field Instructors at the end of each semester. The Professional Social Work E-Portfolio similarly links learning products from the curriculum to the core competencies. A Student Exit Survey is also used for feedback regarding the Program.

XII. THE PROFESSIONAL SOCIAL WORK E-PORTFOLIO

The Professional Social Work E-Portfolio links learning products from throughout the curriculum with the core 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 learning products 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 will be averaged. The final score will be based on the total summary score and any averaged score below a 3 will be 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 portfolio after a third attempt will not graduate and will receive an "F" in SOW 4523. Students may be referred to a Student Review Committee if deemed appropriate.

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

XIII. GRADES AND RECORDS

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

GRADE		GRADE		GRADE	
A	4.00	B-	2.67	F	0
A-	3.67	C+	2.33		
B+	3.33	C	2.00		
B	3.00	D	1.00		

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

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

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

A. Dean's List

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

B. Academic Warning, Probation and Dismissal

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

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

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

C. Final Examinations

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

teaching the course.

XIV. ADVISEMENT

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

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

XV. CRITERIA FOR EVALUATION OF ACADEMIC AND PROFESSIONAL PERFORMANCE

Ethical Community Membership

The FIU School of Social Work, including the BSSW Program, is an ethical community. The guiding principles central to our ethical community and ensuring professional competence by all social work students are the Council on Social Work Education's (CSWE) ten (10) core 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](#). Our 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.

1. Academic Performance & Misconduct

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 & Conflict Resolution. Such misconduct may also result in an initiation a Student Review and Termination Procedure as these matters fall under Professional Performance Misconduct as well as a violation of the ethical community's principles, specifically as they violate the National Association of Social Workers' Code of Ethics (see XV #2).

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.

2. 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. 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 University's Student Conduct & Honor Code as well as a failure to meet the CSWE core competencies.

Professional Development Readiness Assessment

In order to assess students' professional development and readiness for the social work Profession and/or the field practicum experience, the School has faculty evaluate all BSSW students in certain courses according to the *Professional Development Assessment Rubric* (see Appendix F).

Process:

1. Faculty teaching SOW 3113 (The Social Environment and Human Behavior I) complete a *Professional Development Assessment Rubric* for each social work major in the class by the end of the semester.
2. Faculty teaching SOW 3350 (Interviewing Techniques Lab) and SOW 3620 (Social Work and Human Diversity) complete a *Professional Development Assessment Rubric* for each social work major in the class by mid-semester (end of 8 weeks for fall/spring; end of 6

- weeks for summer).
3. The BSSW Program Coordinator reviews all completed assessments. Any concerns regarding readiness that arise on the assessments will be clarified with the faculty and addressed with the student.
 4. The BSSW Program Coordinator will meet with the student to discuss any significant readiness concerns (meeting may include other faculty or administration/staff depending on the issues). For students who have applied to the field for the following semester, the meeting will involve the BSSW Field Coordinator.
 5. After such a meeting, the BSSW Program Coordinator may develop a remedial plan or refer the student to a Student Review and Termination Committee (see XVI). Students may be denied acceptance into field placement because of this assessment.

Criteria for Professional Misconduct Review

Inability, unwillingness, or failure to meet generally accepted professional guidelines of professional conduct, personal integrity, or emotional stability may result in the initiation of the Student Review and Termination Procedure. The following 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.

- a. Inability, unwillingness, or failure to:
 1. Respect and/or promote the clients' right to self-determination.
 2. Provide clients with the opportunity for informed consent.
 3. Provide services within the boundaries of their competence, utilizing supervisory consultation as guidance.
 4. Respect human and cultural diversity.
 5. Respect clients' right to privacy and confidentiality in accordance with professional ethics, Florida statutes, University, or agency policy.
 6. Treat fellow students, colleagues, supervisors, or Educators with respect.
 7. Maintain the confidentiality of fellow students, colleagues, supervisors or Educators.
 8. Use practice skills or interventions that fall within the range of accepted and relevant practice.
 9. Demonstrate appropriate interpersonal boundaries, self-awareness, self-containment, or self-control, abilities and attributes essential for professional social work practice.
 10. Report suspected child abuse, family violence, elder abuse, or threatened harm to self or others as required by Florida statute.
- b. Engaging in unethical and/or unprofessional behavior that may include (but is not inclusive):
 1. Entering into a dual relationship with clients or failing to disclose a conflict of interest.

2. Behavior in the classroom or field activities, which causes a disruption in the learning of other students or in the service of clients.
3. Entering into a sexual relationship or sexual activity with clients, whether consensual or forced.
4. Use of disrespectful or derogatory language in written or verbal communication with or about fellow students, colleagues, supervisors, or Educators.
5. Exploitation of clients who lack the capacity to make informed decisions.
6. 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.
7. 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.
8. Private conduct that interferes with the ability to fulfill student responsibilities or that represents dishonesty, fraud, deception, or misrepresentation.
9. 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.
10. 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).
11. Inappropriate use of technology (social network sites, online chatting, e-mail, texting, telephone, databases, video etc.)

XVI. STUDENT PROFESSIONAL AND ACADEMIC MISCONDUCT PROCEDURES

A. 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 our ethical community, may bring the issues to the attention of the Director of the School of Social Work.

1. The Process

- a. The Director will review the issue and may refer it to the Chairperson of the Student Review and Termination Committee for initiation of a Student Review and Termination Committee.
- b. The Student Review and Termination Committee will arrange for a meeting with the student to address the issue within ten (10) working days of notice by the Director.

- c. Members of the faculty involved with the identified issue may be required to meet with the Student Review and Termination Committee.
- d. The student may choose to bring a personal advocate (not legal representation) to this meeting provided the student notifies the Committee within five working days prior to the meeting of the name of the advocate, and the role to be served by the advocate at the meeting. The student may confer with his/her personal advocate or advisor, verbally or in writing, during the Student Review and Termination Committee meeting but the advocate may not speak for the student or represent the student to the committee. Staff or faculty of the School of Social Work may not serve as the advocate.
- e. The Student Review and Termination Committee meeting will convene, and present written recommendations based upon their findings to the Director of the School within five working days of this meeting.
- f. Written notification of the Director's decision will be sent to the student within five working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director include:
 - A determination that the matter is so egregious as to warrant immediate termination from the Program;
 - Referral of the matter to the BSSW Program Coordinator or BSSW Field Coordinator to create with the student a plan for remediation of the problem. Rules governing remediation plans include:
 - A 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.
 - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- g. 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 section on *Problem-Solving in Field Placement* and follow the steps for *Field Instructor Identifies a Concern*.****

B. Academic Performance & 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 due to their violation of the National Association of Social Workers' Code of Ethics (see XV #2).

For all other academic performance issues, as defined in section XI of this manual:

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

problem. Rules governing remediation plans include:

- A 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.
 - This procedure does not apply to automatic dismissals for failure to maintain sufficient academic progress
- g. 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.

C. Student Review and Termination Committee Membership

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

- a. The Associate Director or designee will serve as the chair to the Committee.
- b. The BSSW Field Education Coordinator or designee and a member of the Field Advisory Committee or an agency field instructor will serve on the committee if a field practicum issue is brought to the Committee.
- c. A student representative from the School of Social Work in the BSSW program will serve on the committee.
- d. 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 as a result of a recommendation by a Student Review and Termination Committee may request reinstatement in the degree program. The request must be initiated at least one year after the student's termination from the program. To request reinstatement, the student should write a letter to the Director of the School of Social Work, indicating (1) when the student was terminated, (2) the reason(s) for the termination, and (3) the reason(s) why the student believes that she or he should be reinstated to the degree program. The Director will

review the request and if at least one year has passed since the student was terminated, refer the request for reinstatement to the BSSW Coordinator, who will appoint a Reinstatement Committee to consider the student's request for reinstatement.

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

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

XVII. ACADEMIC AND PROFESSIONAL PERFORMANCE GRIEVANCE PROCEDURE

A. Academic Grievances

The Program's definition of academic grievances follows that of the University. The procedure similarly follows the model of the University (<http://integrity.fiu.edu/grievances.html>). The following grievance procedure must be followed:

1. Undergraduate students must attempt to resolve informally an academic 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 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 is not resolved in the informal meeting or the instructor/chairperson/director cannot be reached, the student will meet with the Director of the School or Associate Dean of the College (for complaints against the Director). The informal grievance process is terminated at the departmental

level. The student and the instructor or Associate Dean shall formalize a mutually agreeable resolution through a notation in the student's file that is initialed.

3. If the matter is not resolved at the informal level, the student may follow the formal academic grievance procedures of the University:
 - A written complaint must be filed within 15 business days of the date the informal resolution process ends or within 20 business days after classes begin in the semester following that in which the complaint arose—whichever is later.
 - The Faculty Fellow of Academic Integrity and the Chairperson of the UE/G Grievance Committee will review the complaint to determine whether it falls within the scope of the UE/G Academic Grievance policy and whether a formal hearing is warranted.
 - If the complaint does not fall within the scope, the student is notified in writing.
 - If the complaint does fall within the scope of the policy, it is referred to the UE/G Academic Grievance Committee (see <http://integrity.fiu.edu/grievances.html> for further details).

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

B. 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 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 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:

- Referral of the appeal to a designated Student Review and Termination Committee by notifying the Chairperson of the Student Review and Termination Committee;
 - Upholding the decision 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 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 his/her personal advocate or advisor, orally or in writing, during the Student Review and Termination Committee meeting but his/her personal advocate or advisor may not speak for the student or represent the student to the Committee.
 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 working days of the meeting.
 6. Written notification of the Director's decision will be sent to the student within ten working days of receipt of the recommendations of the Student Review and Termination Committee. Possible actions by the Director may include but are not limited to:
 - Upholding the decision
 - Remediation of the problem.
 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.

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

- **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 back to #2 above.**

Students are encouraged to become thoroughly familiar with their rights & responsibilities within the University by reviewing the *FIU Student Manual* and related websites.

XVIII. STUDENT ORGANIZATIONS

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

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

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

XIX. DISABILITY SERVICES

The School of Social Work complies with the Americans with Disabilities Act, the 1973 Rehabilitation Act, Section 504, and the Florida Equity Act in providing auxiliary aids and services to persons with disabilities. The School of Social Work is dedicated to providing the highest quality of education to all students and will provide accommodations needed for special access for persons with disability.

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 you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

XX. LIBRARY

The University has libraries at both Biscayne Bay and MMC as well as full access to databases, books, and journals online. For more information, please go to <https://library.fiu.edu/>.

XXI. GRADUATION CHECK AND APPLICATION FOR GRADUATION

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

The student nearing graduation should check the catalog and/or the Office of Registration for the deadline date for application for graduation. The Undergraduate Program Coordinator certifies the student's record for graduation during the last semester in residence.

All students who enter into the State University System with fewer than 60 credit hours are required to complete at least 9 credit hours for one or more summer terms. Students are responsible for meeting this requirement.

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

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

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

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

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

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

XXII. CAREER PLANNING

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

A. Graduate Study

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

standing status requires a minimum of 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 on-line.

B. 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 Lauren Cavicchi at lcavicch@fiu.edu or [305.348.2264](tel:305.348.2264).

FIU Career Services maintains job openings through Handshake (<https://fiu.joinhandshake.com/login>). 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.

APPENDIX A

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

BLOCK I

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

BLOCK II

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

BLOCK III

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

BLOCK IV

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

CAN BE TAKEN AT ANY TIME DURING THE PROGRAM

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

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

(6 Semester Credit Hours)

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

APPENDIX B
Social Work Student Contract

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

SOCIAL WORK STUDENT CONTRACT

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

As a social work student, I agree:

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

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

Print Name

Signature

Academic Level (BSSW or MSW)

Panther ID

Date

APPENDIX C

BSSW Student Exit Survey

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

BSSW STUDENT EXIT SURVEY

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

Rating Scale:

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

Rating Definitions:

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

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

Competency 1—Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

1 2 3 4 5

2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

1 2 3 4 5

3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1 2 3 4 5

4. Use technology ethically and appropriately to facilitate practice outcomes.

1 2 3 4 5

5. Use supervision and consultation to guide professional judgment and behavior.

1 2 3 4 5

Competency 2—Demonstrate Ethical and Professional Behavior

6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

1 2 3 4 5

7. Present themselves as learners and engage clients and constituencies as experts of their own experiences

1 2 3 4 5

8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

1 2 3 4 5

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

1 2 3 4 5

Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice

10. Understand the forms and mechanism of oppression and discrimination.

1 2 3 4 5

11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

1 2 3 4 5

12. Engage in practices that advance social, economic, and environmental justice.

1 2 3 4 5

Competency 4—Engage diversity and difference in practice.

13. Use practice experience and theory to inform scientific inquiry and research

1 2 3 4 5

14. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

1 2 3 4 5

15. Use and translate research evidence to inform and improve practice, policy, and service delivery.

1 2 3 4 5

Competency 5—Engage in Policy Practice

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

1 2 3 4 5

17. Assess how social welfare and economic policies impact the delivery of and access to social services.

1 2 3 4 5

18. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

1 2 3 4 5

Competency 6—Engage with Individuals, Families, Groups, Organizations, and Communities.

19. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

1 2 3 4 5

20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

1 2 3 4 5

Competency 7—Assess Individuals, Families, Groups, Organizations, and Communities

21. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.

1 2 3 4 5

22. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

1 2 3 4 5

23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

1 2 3 4 5

24. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

1 2 3 4 5

Competency 8—Intervene with Individuals, Families, Groups, Organizations, and Communities

25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

1 2 3 4 5

26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

1 2 3 4 5

27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

1 2 3 4 5

28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

1 2 3 4 5

29. Facilitate effective transitions and endings that advance mutually agreed-on goals.

1 2 3 4 5

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

30. Select and use appropriate methods for evaluation of outcomes.

1 2 3 4 5

31. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

1 2 3 4 5

32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

1 2 3 4 5

33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

1 2 3 4 5

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

Please answer yes or no to the following questions.

A. Did you work while pursuing your degree?

B. Are you currently employed full time or have accepted a full time job offer?

C. If yes, is the job related to your degree?

D. Name of Employer

E. From your personal experience, do you believe that the necessary university and school resources were available to you to enable you to succeed academically? Please explain.

F. What improvements can Stempel College and the School of Social Work make in order to ensure your academic and professional success?

APPENDIX D
Affiliated Agencies (Subject to change)

Academir Charter School
Advocate Program
Alliance for Aging, Inc.
Banyan Health Systems Broward Adult Residential
Banyan Health Systems CERP
Banyan Health Systems CSU, SPA
Banyan Health Systems Dade Chase Adult Residential
Banyan Health Systems, Inc. / Children & Families South
Banyan Health Systems, Inc. Children & Families Outpatient
Banyan Health Systems, Inc./Broward Outpatient
Baptist Hospital
Better Way of Miami
Big Brothers, Big Sisters of Miami
Broward County Sheriff's Office
Broward Meals on Wheels
Camillus Health Concern, Inc.
Camillus House - ACT Program
Camillus House - Day Center Program
Camillus House - ISPA (Residential TX Program)
Camillus House - Jail Diversion Program
Camillus House - Lazarus Project
Camillus House - Project Phoenix
Camillus House - St. Michael's Residences
Camillus House Shelter
Care Resource - Broward
Carrfour Supportive Housing, Inc.
Casa Valentina
Catalyst Miami
Center for Children and Families (CCF)
Center for Family & Child Enrichment (Clinical)
Center for Family and Child Enrichment, Inc. (Adopt/Reun)
Chapman Partnership
CHI - Community Health of South Florida, Inc.
ChildNet, Inc.
Children of Inmates, Inc.
Children's Diagnostic & Treatment Center
Children's Home Society Hands in Action
Citrus Health Network Inc.
Cleveland Clinic Florida

Communities in Schools of Miami
Community Care Plan (CCP)
Community Connections for Life, Inc.
Correct Care, LLC - Florida City
Correct Care, LLC - Pembroke Pines
Dade Family Counseling CMHC, Inc.
Doctors Hospital
Early Learning Coalition-Early Head Start
Emmaus Place Boy's Program
Family Central, Inc. - Broward
Family Central, Inc. - Miami-Dade
Family Resource Center of S. Florida
FHEM-Florida House Experience Management
Florida PACE Centers, Inc
Gilda's Club of South Florida
Guardianship Program of Dade County, Inc.
Gulf Coast JFCS /Florida Center for Survivors of Torture
His House Children's Home
Homestead Hospital
Hope for Miami
Independent Living Systems
Inspirations for Youth and Family
Jackson Behavioral Health Hospital
Jackson Memorial Hospital
Jackson Memorial Hospital - Miami Transplant Institute
Jackson Memorial Hospital - South
JAFCO (Jewish Adoption & Foster Care Options)
Jessie Trice Community Health Center, Inc.
Joe DiMaggio Children's Hospital at Memorial
Johnson and Wales University Student Counseling Services
Kindred Hospice
Kristi House
Larkin Community Hospital - Hollywood
Leukemia & Lymphoma Society, The
Memorial Hospital Pembroke
Memorial Regional Hospital
Mental Health Association of Palm Beach County
Mercy Behavioral Health Services
Miami Bridge Youth & Family Services - Homestead Campus
Miami Bridge Youth and Family Services - Miami Campus
Miami V.A. Healthcare Services, Healthcare for Homeless Vets
Miami Vet Center
Miami-Dade County CAHSD Action Community Resource Center
Miami-Dade County CAHSD New Direction Adult Residential
Miami-Dade County CAHSD Wynwood Neighborhood Center

Miami-Dade County Greater Miami Service Corps
Miami-Dade County Juvenile Services Dept. (The JAC) Miami Gardens
Miami-Dade County Juvenile Services Dept. (The JAC) Main Office
Miami-Dade County Juvenile Services Dept. (The JAC) South Dade
Miami-Dade County Juvenile Services Dept. (The JAC)/North - Edison Community Act
Miami-Dade County Public Schools
Miami-Dade County Public Schools - Project UPSTART
Michael Ann Russell Jewish Community Center
Miramar Police Dept. Victim Services
Multicultural Care Centers
National Multiple Sclerosis Society/S. FL Chapter
NeighborhoodHELP
Neuroscience Centers of FL Foundation, Inc.
New Horizons Community Mental Health Center, Inc
Nicklaus Children's Hospital
Our Kids, Inc.
PACE Center for Girls, Inc. Broward
Park Summit of Coral Springs
Pride Center
Pridelines
PsychSolutions, Inc. Main Office
PsychSolutions, Inc. South Location
Seasons Hospice & Palliative Care
Seasons Hospice & Palliative Care of Broward Florida
South Miami Hospital
Sunrise Community, Inc.
SunServe
Survivors' Pathway
Touching Miami with Love - Homestead
Touching Miami with Love - Overtown
Trinity Church - Peacemakers Family Center
TrueCore Behavioral Solutions, LLC-Florida City
TrueCore Behavioral Solutions, LLC-Kendall
UM-Mailman Center Child Protection Team (CPT)
UM-Mailman Center Debbie School/Cleft Lip & Palate
UM-Mailman Center for Child Development
UM-Mailman Center for Family Studies (Familias Unidas)
UM-Mailman Center Pediatric HIV/AIDS
UM-Mailman Center Pediatric Mobile Clinic
UM-Mailman Center School Health Initiative
UM-Sylvester Comprehensive Cancer Center
United Home Care Services
University of Miami Hospital
Veteran's Administration Medical Center
Village South, The -- Westcare Foundation

**Vitas Innovative Hospice Care - Dade
West Kendall Baptist Hospital
William Bill'' Kling VA Outpatient Clinic''**

APPENDIX E

FIU UNIVERSITY CORE CURRICULUM

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

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

FIRST YEAR EXPERIENCE (1 course required)

Students with fewer than 30 transfer credits only.

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

___SLS 1501 First Year Experience (1 cr)

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

___ENC 1101 Writing and Rhetoric I (3 cr)

___ENC 1102 Writing and Rhetoric II (3 cr)*

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

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

___ARH 2000 Exploring Art (3 cr) – GL

___HUM 1020 Introduction to Humanities (3 cr)

___LIT 1000 Introduction to Literature (3 cr)

___MUL 1010 Music Literature/Music Appreciation (3 cr)

___PHI 2010 Introduction to Philosophy (3 cr) – GRW

___THE 2000 Theatre Appreciation (3 cr) – GL

Humanities – Group Two (FIU Required):

One course must be from the following list.

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

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

___AMH 2042 Modern American Civilization (3 cr) – GRW

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

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

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

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

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

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

___HUM 3306 History of Ideas (3 cr) – GRW

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

___LAH 2020 Latin American Civilization (3 cr) – GRW

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

___PHI 2600 Introduction to Ethics (3 cr) – GRW

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

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

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

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

___WOH 2001 World Civilization (3 cr) – GRW

MATHEMATICS (2 three-credit courses required, one from Group One and one from Group Two.) These are Gordon Rule courses. Must earn "C" or better. Students who successfully complete a mathematics course in Group Two for which a course in Group One is an immediate prerequisite shall be considered to have completed Group One and will take two mathematics courses from Group Two. However, **ONE OF THE TWO MATHEMATICS COURSES MUST HAVE A MAC, MGF, OR MTG PREFIX.**

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

___MAC 1105 College Algebra (3 cr)*

___MAC 2311 Calculus I (4 cr)*

___MGF 1106 Finite Math (3 cr)

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

___STA 2023 Statistics for Business & Economics (3 cr)

Mathematics – Group Two (FIU Required):

One course must be from the following list.

___CGS 2518 Data Analysis (3cr)

___COP 2210 Introduction to Programming (4 cr)

___COP 2250 Programming in Java (3 cr)

___MAC 1140 Pre-Calculus Algebra (3 cr)* Credit cannot be received for both MAC 1140 and Pre-calculus Algebra & Trigonometry/MAC 1147

___MAC 1114 Trigonometry* (3 cr) Credit cannot be received for both MAC 1114 and Pre-calculus Algebra & Trigonometry/MAC 1147

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

___MAC 2233 Calculus for Business (3 cr)*

___MAC 2312 Calculus II (4 cr)*

___MAC 2313 Multivariable Calculus (4 cr)*

___MTG 1204 Geometry for Education (3 cr)

___PHI 2100 Introduction to Logic (3 cr)

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

___STA 3111 Statistics I (3 cr)

___STA 3145 Statistics for the Health Professions (3cr)

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

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

Social Science – Group One (State Required):

One course must be from the following list.

- ___AMH 2020 American History 1850 to Present (3 cr) – GRW
- ___ANT 2000 Introduction to Anthropology (3 cr) – GL
- ___ECO 2013 Principles of Macroeconomics (3 cr)
- ___POS 2041 American Government (3 cr)
- ___PSY 2012 Introduction to Psychology (3 cr)
- ___SYG 2000 Introduction to Sociology (3 cr) – GL

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

- ___AFA 2004 Black Popular Cultures: Global Dimensions (3 cr) – GRW/GL
- ___AMH 3560 The History of Women in the U.S. (3 cr) – GRW
- ___ANT 3212 World Ethnographies (3 cr) – GL
- ___ANT 3241 Myth, Ritual and Mysticism (3 cr) – GL
- ___ANT 3451 Anthropology of Race & Ethnicity (3 cr)
- ___ASN 3410 Intro to East Asia (3 cr) – GRW/GL
- ___COM 3461 Intercultural/Interracial Communication (3 cr) – GL
- ___CPO 2002 Introduction to Comparative Politics (3 cr)
- ___CPO 3103 Politics of Western Europe (3 cr) – GRW
- ___CPO 3304 Politics of Latin America (3 cr)
- ___DEP 2000 Human Growth & Development (3 cr)
- ___ECO 2023 Principles of Microeconomics (3 cr)
- ___ECS 3003 Comparative Economic Systems (3 cr)*
- ___ECS 3021 Women, Culture, and Economic Develop. (3 cr)* – GL
- ___EDF 3521 Education in History (3 cr)
- ___EGN 1033 Technology, Human and Society (3 cr) – GL
- ___EVR 1017 The Global Environment & Society (3 cr) – GL
- ___GEA 2000 World Regional Geography (3 cr) – GL
- ___GEO 2000 Introduction to Geography (3 cr)
- ___IDS 3163 Global Supply Chains & Logistics (3 cr) – GL
- ___IDS 3183 Health Without Borders (3 cr) – GL
- ___IDS 3189 Int'l Nutr., Pub. Health and Eco. Devel. (3 cr) – GL
- ___IDS 3301 The Culture of Capitalism and Global Justice (3 cr) – GL
- ___IDS 3315 Gaining Global Perspectives (3 cr) – GL
- ___IDS 3333 Div. of Meaning: Language, Culture, and Gender (3 cr) – GL
- ___INP 2002 Intro. Industrial/Organizational Psychology (3 cr)
- ___INR 2001 Introduction to International Relations (3 cr)
- ___INR 3081 Contemporary International Problems (3 cr) – GRW/GL
- ___LBS 3001 Introduction to Labor Studies (3 cr) – GL
- ___POT 3302 Political Ideologies (3 cr)
- ___REL 3308 Studies in World Religions (3 cr) – GRW/GL
- ___SOP 3004 Introductory Social Psychology (3 cr)
- ___SOP 3015 Social and Personality Development (3 cr)
- ___SPC 3210 Communication Theory (3 cr) – GRW
- ___SYD 3804 Sociology of Gender (3 cr)
- ___SYG 2010 Social Problems (3 cr) – GL
- ___SYG 3002 Basic Ideas of Sociology (3 cr)
- ___SYP 3000 The Individual in Society (3 cr)
- ___WST 3015 Intro to Global Gender & Women's Studies (3 cr) – GL
- ___WST 3641 LGBT and Beyond: Sexualities in Gl. Persp. (3 cr) – GL

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

Natural Science – Group One (State Required):

One course and lab must be from the following list.

- ___AST 1002 & AST 10002L Descriptive Astronomy (3,1 cr)
- ___BSC 1010 & BSC 1010L General Biology I (3,1 cr)
- ___CHM 1020 & CHM 1020L Chemistry for Liberal Studies (3,1 cr)
- ___CHM 1045 & CHM 1045L General Chemistry I (3,1 cr)*
- ___EVR 1001 & EVR 1001L Intro. To Environ. Sciences (3,1 cr) – GL
- ___ESC 1000 & ESC 1000L Intro. To Earth Science (3,1 cr)
- ___PHY 1020 & PHY 1020L Understanding the Physical World (3,1 cr)
- ___PHY 2048 & PHY 2048L Physics with Calculus I (4,1 cr)*
- ___PHY 2053 & PHY 2053L Physics without Calculus I (4,1 cr)*
- ___BSC 1085 & BSC 1085L Anatomy and Physiology I (3,1 cr)

Natural Science – Group Two (FIU Required):

One course and lab must be from the following list.

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

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

- ___ARH 2050 Art History Survey I (3 cr)
- ___ARH 2051 Art History Survey II (3 cr)
- ___COM 3404 Nonverbal Communication (3 cr) – GRW
- ___COM 3417 Communication in Film (3 cr) – GRW/GL
- ___CRW 2001 Introduction to Creative Writing (3 cr)*
- ___DAA 1100 Modern Dance Techniques I (3 cr)
- ___DAA 1200 Ballet Techniques I (3 cr)
- ___ENL 3504 British Literature to 1660 (3 cr)*
- ___ENL 3506 British Literature Since 1660 (3 cr)*
- ___IDS 3336 Artistic Expression in a Global Society (3 cr) – GL
- ___MUH 2116 Evolution of Jazz (3 cr)
- ___SPC 2608 Public Speaking (3 cr)
- ___TPP 2100 Introduction to Acting (3 cr)

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

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

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

GORDON RULE REQUIREMENT

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

GORDON RULE with WRITING (GRW) REQUIREMENT

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

COMMUNICATION

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

Essay Writing prior to enrollment in ENC 1101.

Transfer Students

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

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

GLOBAL LEARNING (GL) REQUIREMENT

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

SUMMER ENROLLMENT REQUIREMENT

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

EXEMPTIONS

a) **Transfer Students:**

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

b) **Natural Science:**

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

c) **Honors College:**

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

WHO IS MY ASSIGNED ADVISOR?

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

MYMAJOR

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

PANTHER DEGREE AUDIT

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

ACADEMIC WARNING AND PROBATION

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

EXCESS CREDIT HOUR SURCHARGE

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

Undergraduate Education Academic Advising Center

Questions: PC 249 (MMC) 305.348.2892

ACI-180 (BBC) 305.919.5754

E-mail: advctr@fiu.edu

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

APPENDIX F
PROFESSIONAL DEVELOPMENT ASSESSMENT RUBRIC

Adapted from University of Vermont, TCU, and GSSW

Professional Characteristics	1 Unacceptable	2 Of Concern	3 Acceptable	4 Excellent
1. Attendance and Punctuality: Attend classes and meetings.	Missed 15% or more of total class time; late to class or left early from class three or more times in any given semester	Missed 10% of total class time; late to class or left early no more than twice per semester.	Attends all classes except in rare circumstances; on time and present for entire class in all classes except in rare circumstances.	Attends all class days; Always on time and present until class ends.
2. Class Participation & Attentiveness: Be attentive to and participate in classroom activities.	Rarely or never participates willingly in classroom learning activities; rarely is attentive and off-task activity is chronic.	Occasionally participates willingly in classroom activities; sometimes is attentive in class and during discussions. Frequently engages in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.	Generally participates willingly in classroom activities; usually gives attention to lecture and class discussion. Usually does not engage in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.	Always participates willingly in classroom activities; consistently gives careful attention to lecture and discussion. Does not engage in off-task activities such as leaving the classroom, electronic use not related to learning activities, and “packing up” prior to the end of class.
3. Communication: Manage communications and contacts.	Rarely contacts instructor to inform her/him of tardiness to or absence from class and provides no rationale. Rarely demonstrates professionalism when emailing or meeting with instructor.	Contacts the instructor to inform her/him of tardiness/absence after class is completed. Occasionally demonstrates professionalism when emailing or meeting with instructor.	Generally contacts the instructor prior to class regarding tardiness or absence except in emergencies and then contacts the instructor immediately thereafter. Generally demonstrates professionalism when emailing or meeting with instructor.	Always contacts instructor prior to the beginning of class regarding anticipated tardiness, illness, etc. Always demonstrates professionalism when emailing or meeting with instructor.
4. Respect: Demonstrate respect and support in relationships.	Frequently disrespectful to and non-supportive of classmates, staff, faculty or	Occasionally disrespectful to and non-supportive of classmates, staff, faculty or administration.	Generally respectful and supportive to classmates, staff, faculty and administration.	Always respectful and supportive to classmates, staff, faculty and administration.

	administration.			
5. Self-awareness: Demonstrate impact of actions & communication	Rarely appears aware of the impact of her/his verbal and non-verbal communications and behaviors; appears unaware of & unwilling to examine &/or address beliefs, judgments, values, and/or personal history.	Occasionally aware of the impact of her/his verbal and non-verbal communications and behaviors; sometimes appears aware of & willing to examine &/or address beliefs, judgments, values, and/or personal history.	Generally maintains a high level of awareness of the impact of his/her verbal and non-verbal communications and behaviors; usually appears aware of & willing to examine &/or address beliefs, judgments, values, and/or personal history.	Always maintains a high level of awareness about the impact of his/her verbal and non-verbal communications and behaviors; consistently appears aware of & willing to examine &/or address beliefs, judgments, values, and/or personal history.
6. Collaboration: Demonstrates collegiality and collaborative interactions.	Has not demonstrated skills in working with others, and relationships with classmates have been negatively affected; rarely demonstrates use of social work skills.	Reluctant to collaborate with others and struggles with maintaining positive relationships; occasionally demonstrates use of social work skills.	Generally works well with all team members while relating easily and positively with others; demonstrates use of some social work skills.	Always work well with all team members, while relating easily and positively with others; demonstrates appropriate use of many social work skills.
7. Oral expression: Speaks in a professional manner	Consistently gets feedback from instructors that oral expression is unprofessional.	Professional oral expression may contain grammatical errors or slang words or may be poorly organized.	Generally articulate and professional in oral expression.	Always articulate and professional in oral expression.
8. Written Expression: Written work is professional	Consistently gets feedback that written expression is unacceptable or unprofessional. Paper grades may	Written work lacks clarity and has some errors. When asked to use APA guidelines, this is done incorrectly.	Generally expresses ideas/concepts clearly with very few errors and uses APA guidelines when required.	Always expresses ideas/concepts clearly with an absence of errors, and uses APA referencing accurately.

	be reduced significantly because of the writing.			
9. Initiative: Demonstrates initiative to complete assignments.	Rarely plans and completes work in a timely manner. Rarely gets reading done or leaves enough time to turn in best work. Rarely seeks out opportunities when presented in class to demonstrate professional social work demeanor.	Occasionally plans and completes work in a timely manner. Occasionally gets reading done or leaves enough time to turn in best work. Occasionally seeks out opportunities when presented in class to demonstrate professional social work demeanor.	Generally plans and completes work in a timely manner. Generally gets reading done or leaves enough time to turn in best work. Generally seeks out opportunities when presented in class to demonstrate professional social work demeanor.	Always plans and completes work in a timely manner. Always gets reading done or leaves enough time to turn in best work. Always seeks out opportunities when presented in class to demonstrate professional social work demeanor.
10. Use of Feedback Demonstrate openness to feedback and engage in self-correction.	Rarely open to constructive feedback and does not engage in self-correction.	Sometimes open to constructive feedback and incorporates it into self-correction.	Usually open to constructive feedback and incorporates it into self-correction	Consistently open to constructive feedback and incorporates it into self-correction
11. Ethical Conduct & Integrity Demonstrate honesty in communications and behaviors.	Rarely communicates honestly and directly with instructor or peers; has engaged in academic misconduct and/or professional misconduct in the classroom as per the University's Student Code of Conduct and/or the NASW Code of Ethics.	Sometimes communicates honestly and directly with instructor or peers; often needs reminders about ethical behavior regarding coursework or behaviors as per the University's Student Code of Conduct and/or the NASW Code of Ethics.	Usually communicates honestly and directly with instructor and peers; often demonstrates ethical behavior as per the University's Student Code of Conduct and/or the NASW Code of Ethics.	Consistently communicates honestly and directly with instructor and peers; demonstrates ethical behavior as per the University's Student Code of Conduct and/or the NASW Code of Ethics.
12. Professional	Rarely	Often needs reminders	Usually attends to professional	Consistently attends to

<p>Boundaries Demonstrate professional roles & boundaries with instructors, staff, peers, administration, etc.</p>	<p>demonstrates respect for professional roles and boundaries when interacting with peers, instructors, staff, administration, etc.</p>	<p>about professional roles when interacting with peers, instructors, staff, administration, etc.</p>	<p>roles when interacting with peers, instructors, staff, administration, etc.</p>	<p>professional roles when interacting with peers, instructors, staff, administration, etc.</p>
<p>13. Diversity Engage diversity & difference and demonstrate openness & sensitivity towards diverse populations</p>	<p>Rarely demonstrates respect for diversity & difference; appears resistant to diverse populations. Does not engage in classroom discussions or activities when related to diversity & difference.</p>	<p>Demonstrates some resistance to diverse populations. Limited engagement in classroom discussions or activities when related to diversity & difference. Inconsistent respect shown for diversity & difference.</p>	<p>Usually engages in classroom discussions or activities related to diversity & difference. Demonstrates respect & sensitivity towards diverse populations.</p>	<p>Consistently engages in classroom discussion or activities related to diversity & difference. Appears eager to receive additional information regarding diverse populations.</p>

Field Readiness:

- Student appears ready for a field internship.
- Student does not appear ready for a field internship.

Program Readiness:

- Student is an appropriate fit for the major/degree program.
- Student is not an appropriate fit for the major/degree program.

APPENDIX G

Useful Websites

Robert Stempel College of Public Health & Social Work
<https://stempel.fiu.edu/>

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

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

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

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

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

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

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

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

APPENDIX H
Contact Information

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

APPENDIX I

References

Council on Social Work Education. (2008, revised 2010, updated 2012). *Educational Policy and Accreditation Standards*. Retrieved December 3, 2013 from <http://www.cswe.org>

International Federation of Social Workers and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. Retrieved December 3, 2013 from <http://www.ifsw.org>

National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers*. Washington, DC: NASW.