



Grambling State University  
Grambling, LA

School of Social Work  
2021-2022  
MSW Student Handbook

Grambling State University  
College of Professional Studies  
School of Social Work  
Post Office Box 4274  
Grambling, LA 71245

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**Revised July 2021**  
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**School of Social Work**  
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July 8, 2021

Welcome to Grambling State University, the College of Professional Studies, and the School of Social Work.

The faculty and staff look forward to working with you. We have a commitment to cutting edge educational approaches that directly and explicitly enhance the connection of theory and practice with diverse populations. Furthermore, it is our ethical obligation to strengthen the profession of social work and to meet the University's charge of academic excellence.

We are committed to offering a high quality MSW Program that reflects a commitment not only to the profession, but to the individuals that will reap the benefits of our academic programming. We place emphasis on serving rural communities and the African American population. We are focused on preparing social work practitioners to be able to positively impact their environment through application of social work specific skills and knowledge.

We welcome you to a dynamic educational experience. It is our hope that this experience will provoke you to advance the profession of social work, promote human well-being, and improve service, social justice, and the dignity and worth of the persons you serve on a day to day basis.

If you require any additional information, please contact School of Social Work directly at 318-274-3304,

Sincerely,

Dr. Elise H. Reed, Ed.D, LCSW-BACS  
MSW Director/Assistant Professor

**Administration, Faculty and Staff  
School of Social Work**

Dr. Carolyn Hester, Ph.D., LMSW  
Dean of the College of Professional Studies

Dr. Jacqueline Garrison, DSW, LCSW  
Associate Dean of the School of Social Work

Dr. Elise H. Reed, Ed.D., LCSW-BACS  
MSW Director/Assistant Professor

Professor Xavier Henson, MSW, ABD, LMSW  
Lecturer

Dr. Cheri Holbrook, Ph.D, LMSW  
Assistant Professor

Professor Evelyn Jenkins, MSW, MPA, LCSW  
Lecturer, Coordinator-Child Welfare Title IV-E

Professor Cassandra H. Peoples, MSW, LCSW  
Field Education Director/Assistant Professor

Dr. Gayberyl Wesley, DSW, LMSW, CIT  
MSW Admissions Coordinator/Assistant Professor

Dr. Natalie Yates, Ph.D., LCSW  
Acting Field Director/Assistant Professor

Ms. Doris Baker, AAS  
Administrative Assistant

## **DIVERSITY STATEMENT**

“Grambling State University (GSU) reaffirms its policy of administering its educational program and services in a manner which is inclusive and does not discriminate because of differences in socioeconomic status, race, age, color, religion, gender, national origin or disability. GSU is committed to an environment in which every employee and student may work, think, learn, and grow without prejudice, without limitation, without discrimination. Respect for all persons is the keystone to enjoying the diversity of our world”.

**The MSW Program of the School of Social Work affirms its full support and compliance to the Diversity Statement of Grambling State University.**

## Academic Calendar

These dates and times are subject to change. Please check the gram.edu website frequently to ensure you stay informed of all changes to the University's Academic Calendar.

<b>Fall 2021</b>		
<b>August</b>		
	8, Sunday	Residence Halls Open
	9-13, Monday-Thursday	New Student Orientation Week
	9-10, Monday-Tuesday	Registration of New Undergraduate Students
	11-12, Wednesday-Thursday	Registration of New Graduate Students
	13-20, Friday-Friday	Late Registration (late fee of \$150.00 applies)
	16, Monday	Classes Begin
	20, Friday	Last Day to Register or Add Classes
<b>September</b>		
	6, Monday	Labor Day Holiday
	10, Friday	Final Day for Submitting Applications for 2021 Fall Graduation
	21, Tuesday	Founder's Day
<b>October</b>		
	4-8, Monday-Friday	Mid Semester Examinations
	12, Tuesday	Mid Semester Grades Due
	18, Monday	2 <sup>nd</sup> 9 week Courses Begin
	18, Monday	Rising Junior Exam (RJE)
	19, Tuesday	Deadline for Faculty Submission of "I" Grades Work from Spring
<b>November</b>		
	15-19, Monday	Applications for 2022 Spring Graduation Due
	18, Thursday	Last Day to Drop Classes or Withdraw with "W" Grades
	22, Monday	Registration of Continuing Students for 2022 Spring Semester
	23, Tuesday, 12:00 Noon	Thanksgiving Holiday Begins
	29, Monday, 7:30 A.M.	Thanksgiving Holiday Ends
<b>December</b>		
	1, Wednesday	Last Day of Classes
	2-3, Thursday-Friday	Reading Period
	6-7, Monday-Tuesday	Final Examination for Candidates for Graduation
<b>Spring 2022</b>		
<b>January</b>		
	4, Tuesday	Holiday Break Ends
	4, Tuesday	Residence Halls Open
	6, Thursday	New Student Orientation
	6-7, Thursday-Friday	Registration of All Students

	10, Monday	Classes Begin
	10-14, Monday-Friday	Late Registration (late fee of \$150.00 applies)
	14, Friday	Late Day to Register
	17, Monday	Martin Luther King, Jr. Holiday
	18, Tuesday	Classes Resume
February		
	4, Friday	Final Day for Departments to Submit Applications for Spring 2022 Graduation
	29-2, Monday-Wednesday	Mardi Gras Holidays
March		
	3, Thursday	Classes Resume
	7-11, Monday-Friday	Mid Semester Examinations
	14, Monday	Rising Junior Exam
	15, Tuesday	Mid-Semester Grades Due
	22, Tuesday	Deadline for Faculty Submission of "I Grades Work from Fall
	31, Thursday	Last Day to Drop Classes or Withdraw with "W" Grades
April		
	4, Monday	Registration for Continuing Students for 2022 Fall Semester Begins
	8, Friday	Spring Break Begins at the End of the Day
	19, Tuesday	Spring Break Ends at 7:30 A.M.
	20, Wednesday	Registration for Continuing Students for 2022 Summer School Begins
	27, Wednesday	Last Day of Classes
May		
	2-3, Monday-Tuesday	Final Examinations for Candidates for Graduation
	2-6, Monday-Friday	Final Examinations
	6, Friday	Deadline for Submitting Grades for Candidates for Graduation Only
	8, Sunday	Residence Hall Close
	10, Tuesday	Deadline for submission of all Final Grades
	12, Thursday	COMMENCEMENT



# **Grambling State University**

## **Vision, Mission, and Philosophy**

**Vision Statement:** To be one of the premiere universities in the world that embraces educational opportunity and diversity.

**Mission Statement:** Grambling State University is a comprehensive, historically-black, public institution that offers a broad spectrum of undergraduate and graduate programs of study. Through its undergraduate major courses of study, which are under girded by a traditional liberal arts program, and through its graduate school, which has a decidedly professional focus, the University embraces its founding principle of educational opportunity. With a commitment to the education of minorities in American society, the University seeks to reflect in all of its programs the diversity present in the world. The university advances the study and preservation of African American history, art and culture. Grambling State University is a community of learners who strive for excellence in their pursuit of knowledge and who seek to contribute to their respective major academic disciplines. The University prepares its graduates to compete and succeed in careers related to its programs of study, to contribute to the advancement of knowledge, and to lead productive lives as informed citizens in a democratic society. The University provides its students a living and learning environment which nurtures their development for leadership in academics, athletics, campus governance, and in their future pursuits. The University affords each student the opportunity to pursue any program of study provided that the student makes reasonable progress and demonstrates that progress in standard ways. Grambling fosters, in its students, a commitment to service and to the improvement in the quality of life for all persons. The University expects that all persons who matriculate and who are employed at Grambling will reflect through their study and work that the University is indeed a place where all persons are valued, “where everybody is somebody.”

**Philosophy Statement:** Grambling State University endeavors to achieve excellence in higher education through teaching, research and service governed by the principles of academic freedom. The University believes that education is the cornerstone of an enlightened, creative and productive society. It strives to be true to its motto: “Grambling State University is the place where everybody is somebody.”

### **School of Social Work**

#### **MSW Program**

#### **Mission and Goals**

The mission of the School of Social Work is consistent with that of Grambling State University. It is also influenced by the intent of the Consent Decree, a legal agreement between the Department of Justice and the State of Louisiana to desegregate Louisiana institutions of higher education. Incorporated and infused throughout the School's mission statement are the purposes,

values and ethics of the Social Work Profession. Thus, the **goals** of Foundation Generalist Practice level are:

Goal 1: To provide knowledge, values, skills, needed for foundation practice and advanced direct practice.

Goal 2: To prepare students for advanced generalist practice across client systems and across practice settings.

Goal 3: To cultivate a learning model that embraces respect and an appreciation for diversity and differences among people.

Goal 4: To graduate students who advocate for, and support people and causes that are important to social workers and the clients they serve.

Goal 5: To prepare students for social worker services in a global social network.

Goal 6: To create leadership and learning opportunities for faculty and students through reciprocal mentoring.

**The School of Social Work goals at the Direct Practice Generalist level are:**

Goal 1: To provide the knowledge of theory and relevant research to social work practice.

Goal 2: To provide the knowledge and skills of social service delivery across settings including child welfare, healthcare and mental health, rural settings and people of color.

Goal 3: To provide the knowledge and skills associated with culturally competent practice.

Goal 4: To guide students' development of self-reflection and professional values.

Goal 5: To provide the knowledge and skills associated with evidence-based practice, practice oriented research, and practice evaluation.

## **Student Rights and Responsibilities**

### **University Specific Rights and Responsibilities**

Each student has rights guaranteed by the U.S. Constitution, these freedoms cannot be enjoyed, exercised or protected in a community which lacks order and stability. Additionally, it is each student's obligation to presume responsibility as a mature, civil and intellectual citizen while matriculating at the University. These student rights and responsibilities include, but are not limited to:

### **Student's Rights**

**Speech and Expression:** Students shall be free to discuss questions of interest and to express opinions. Public expression of students reflects the views of those making the statement and not necessarily the University community. The University retains the right to provide for the safety of students, faculty, and staff, to protect property, and to ensure the continuity of the educational

process in maintaining order. Authorization for any speech or demonstration will require identification of the individual and agreement to abide by University regulations.

**Assembly and Demonstration:** Student shall be free to organize and associate to promote their common interest. Assembly and demonstration, just as speech and expression within the institution in public places, are permitted subject to reasonable time, place, and manner restrictions for the maintenance of order, safety and security is applicable to local, state and federal laws. Approval from the President or Vice President for Student Affairs is required for a designated area for demonstration.

**Publication and Distribution:** Students shall be free to publish to distribute their ideas in the form of newspapers, newsletters, leaflets, and the like, subject to time, place, and manner restrictions identified by the President or Vice President for Student Affairs.

**Expression through Media:** Students shall be free to express opinion through student media as long as they are governed by and adhere to the canons of professional journalism and applicable regulations of the U.S. Constitution and the Federal Communication Commission. Similar rights are afforded oral statement of vies on student-run radio and television stations. (See <http://ethics.lit.edu/codes/coe/sigma.delta.chi.new.html>.) Media contact for the University is the Director of Media and Public Relations. Students are prohibited from speaking on behalf of or for Grambling State University with any media organization or publication, or from inviting the media to any University-owned or operated property, facility, or events without the expressed permission of the University Office of Media Relations.

**Discrimination:** Students have the right to be free from all forms of discrimination on the basis of race, religion, sexual preference, political affiliation, national origin, physical or mental disability, age, or veteran status. The University will not condone any practices or policies that discriminate against anyone.

**Privacy:** Students have the right to be secure in their possessions against invasions of privacy and unreasonable search and seizure. However, the University reserves the right to enter occupied residence halls with a warrant or under other special circumstances. Conditions for entry by University authorities/officials into occupied rooms in residence halls are divided into three categories: maintenance, emergency, and health and safety standards. (See “GSU-Residential Life Bulletin”).

**Confidentiality:** Students have the right to confidentiality of official records, transcripts, personnel records, and disciplinary records. Student also have the right to confidential of information relating to personal views, beliefs, political associations acquired by administrators, instructors, counselors, advisors, and officials of the University in the course of their work. (See Family Educational Rights and Privacy Act—[www.FERPA.com](http://www.FERPA.com))

**Redress of Grievances:** Any time a student’s rights as outlined herein are contravened, the student shall have the right to petition for redress of such a grievance through procedures as promulgated within the most recent Student Handbook of Grambling State University.

## **Student Responsibilities:**

- To obtain, read, and adhere to the conduct and standards published by the University, Board of Trustees for the University of Louisiana System, as well as those established by local, state and federal laws. Failure to read this document will not excuse any student from responsibility for abiding by policies and procedures described herein
- To respect the rights of others regardless of ethnicity, gender, sexual orientation, religious or public beliefs.
- To respect all property owned, operated, housed and/or leased by the University.
- To maintain the highest ethical standards in preparing and submitted course work.
- To comply with all financial obligations as published in University documents and websites.
- To seek the help of faculty, other professionals, and resources provided as you complete your degree requirements.
- To report in good faith, and without fear of retaliation, violation(s) of the Code of Student Conduct and other policies of the University to appropriate academic and/or administrative personnel.

## **Department Specific Rights and Responsibilities**

A graduate student is expected to assume full responsibility for knowledge of the rules and regulations affective his/her graduate program. Students must become familiar with the university catalog, college or school handbooks, and the applicable School of Graduate Studies and Research handbooks and informational updates.

Requirements for admission to the MSW Program include the following criteria:

- Admission to the School of Graduate Studies and Research
- A baccalaureate degree from an accredited college or university, including specific liberal arts courses
- Submission of application to the School of Social Work for admission
- Submission of application for Social Work Field Education and associated background check
- Three letters of references
- A cumulative GPA commensurate with the School of Graduate Studies and Research
- GRE Scores (reflective of testing completion within the past five years)
- Completion of SWK 500: Professional Writing Seminar for Professional Social Workers within the School of Social Work at Grambling State University. There are no acceptable transfers for this course or any courses within the MSW program. This course must be completed with a B or better for continued matriculation.
- Personal interview within faculty of the School of Social Work

Requirements for admission to the Advanced Standing Program include:

- A baccalaureate degree in Social Work from an institution accredited by CSWE within the past six years;
- A 3.3 or better cumulative GPA;
- Successfully complete the GRE;
- Enrollment for Summer Session I and II, as well as, two fulltime semesters;
- After admission, completion of SWK 500 Writing Seminar for Professional Social Workers with a grade of a B or better for continued matriculation.

## **CSWE Accreditation**

The MSW Program is fully accredited by the Council on Social Work Education (CSWE). CSWE sets guidelines and policies which all accredited MSW program must follow in order to attain and maintain their status as an accredited institution. This national accreditation ensures that graduates have a degree which is accepted throughout the nation.

## **EPAS Competencies**

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service profession, the police moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

The nine Social Work Competencies are listed below. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components.

These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. The core competencies are followed by a list of expanded competencies that are specific to the specialization area of Direct Practice at Grambling State University.

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

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- 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;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

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

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

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

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

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.

Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social Workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with client, constituencies; and other professionals as appropriate.

Social workers:

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

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 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;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and



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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

<b>EPAS COMPETENCIES</b>
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>
<b>Competency 2: Engage Diversity and Difference in Practice</b>

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

**Competency 4: Engage In Practice-informed Research and Research-informed Practice**  
**Competency 5: Engage in Policy Practice**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

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

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

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

## **Specialization: Direct Practice Expanded Competencies**

Competency 1: Demonstrate Ethical and Professional Behavior

Expanded Competency: Direct practice social workers recognize the importance of ethical practice in every facet of service and are well-versed in ethical and legal practice requirements. They possess knowledge regarding their state's practice act and educational requirements. Direct service practitioners are skilled in application of ethical decision-making models that prepares them for compassionate practice as social work professionals. They recognize the importance of the therapeutic relationship and utilize self-regulation, supervision and consultation to guide judgement and behavior. Direct practice social workers recognize the role of other professionals when working on an interdisciplinary team and they represent the profession of social work through demonstration of knowledge, skills, and abilities in the professional setting. Direct practice social workers present an overall demeanor of professionalism. They recognize that learning is a lifelong process and they readily seek supervision, consultation, and training opportunities to cultivate their area(s) of expertise. Direct practice social workers understand technology and engage in the ethical use of its various applications.

Social workers engaged in direct practice:

- demonstrate professional conduct and appropriate use of self in verbal, written, electronic and personal communication and use various forms of technology ethically and appropriately;
- apply various ethical decision-making frameworks when faced with challenges or dilemmas; and
- apply the Code of Ethics and applicable laws and policies to clinical cases to ensure care that is ethically sound; and they use supervision to guide professional judgement and behavior.

Competency 2: Engage Diversity and Difference in Practice

Expanded Competency: Direct practice social workers are able to effectively engage diversity and differences in practice by assuming the role of learner. Direct practice social workers understand the impact that diversity has on the helping process and overall integration into society. Direct service practitioners are knowledgeable about the history of adversity that impacts various groups and its impact on life experiences in the present and past, especially as it relates to African Americans and persons living in rural communities. Direct practice social workers are careful to select empirically sound models, theories, and methods that promote the client system's overall well-being, such as the strength-based perspective. Direct practice social workers empower groups through cultural self-awareness and use self-regulation to manage personal biases and values in working with diverse clients and constituencies.

Social workers engaged in direct practice:

- demonstrate skills in effectively engaging diverse groups and take the position of learner, when working with diverse cultures;
- apply knowledge of diverse groups and demonstrate cultural sensitivity;
- recognize the extent to which African Americans and persons residing in rural communities have experienced oppression, marginalization and alienation;
- engage in practices that empower diverse groups, such as the strengths-based perspective;
- select models that are empirically indicated for the specified population's overall well-being; and
- demonstrate self-reflection to ensure the elimination of personal biases and values that may negatively impact the helping process.

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

Expanded Competency: Direct practice social workers are well versed in strategies to advance human rights. They understand the impact of injustices in the social, economic, and environmental arena and its impact on the helping process. Direct service practitioners understand and exhibit strategies designed to eliminate oppressive structural barriers. Direct service practitioners are also aware of the stigma and shame that is associated with micro practice and they implement strategies to ensure that these barriers are appropriately confronted and eliminated. On the mezzo and macro levels, direct practitioners effectively engage in social action and assume social work roles that promote justice in an environment that may be marked by injustice.

Social workers engaged in direct practice:

- advocate for policies that support social, economic and environmental justice;
- apply strategies that advance human rights;
- engage in practices that confront stigma and shame associated with micro practice; and,
- assume diverse social work roles to create an environment that permeates with justice.

### Competency 4: Engage in Practice-informed Research and Research-informed Practice

Expanded Competency: Direct service social workers consistently evaluate and analyze their practice. Direct practice social workers are knowledgeable regarding evidence-based models, programs, and practices. They are well informed regarding quantitative and qualitative studies

that guide their practice. This knowledge affords them with the knowledge and skills to correctly select practices based on the identified participant/(s) problems and cultural orientation. Direct service social workers understand that evidence informs practice and derives from multiple sources and frames of reference. They understand the process for translating practice into research and research into effective practice using guidelines that are ethically sound.

Social Workers engaged in direct practice:

- evaluate and analysis their practice on a consistent basis;
- use evidence-based practices, models, and program;
- apply knowledge acquired from quantitative and qualitative studies to improve practice; and
- apply research procedures to improve practice and use practice to determine research initiatives and generate new knowledge.

#### Competency 5: Engage in Policy Practice

Expanded Competency: Direct practice social workers recognize the connection between practice and policy. They understand the factors that influence the development of legislation, policies, program services, and funding. Direct service social workers are well-versed in policy advocacy. They are able to effectively analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice. Direct practice social workers have knowledge of diverse advocacy groups that promote the well-being and policy development in diverse areas.

Social workers engaged in direct practice:

- understand the relationship between policy and practice;
- analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; and they
- apply information regarding advocacy groups to practice situations in diverse areas.

#### Competency 6: Engage with Individuals, families, and groups

Expanded Competency: Direct practice social workers build upon theories of human behavior and the social environment to effectively engage diverse populations as experts in their experience. Direct social workers effectively engage with individual, families, and groups utilizing strategies that are culturally sensitive and unique to the identified population. They implement models, strategies, techniques and approaches that serve as building blocks for the helping process on the micro and mezzo levels of practice. Direct practice social workers engage in self-regulation and self-reflection throughout the helping process at each level of practice.

Social workers engaged in direct practice:

- apply knowledge of human behavior in the social environment to effectively engage persons at the micro and mezzo levels of practice with cultural consciousness;
- apply diverse models, strategies, techniques and approaches to engage effectively; and they

- use self-regulation and self-evaluation in the engagement process.

### Competency 7: Assess with Individuals, Families, and Groups

Expanded Competency: Direct practice social workers recognize that assessment is an ongoing process, and they are able to effectively use skills in assessment utilizing an applicable theoretical orientation with individuals, families, and groups. Direct practice social workers use a biopsychosocial approach that informs the completion of a multidimensional assessment and accesses client's readiness to change. Direct practice social workers are skilled in case conceptualization and can appropriately diagnosis diverse conditions at each level of practice with attention given to cultural influence. Direct practice social workers are aware and appropriately manage their own affective reactions throughout the process of assessment.

Social workers engaged in direct practice:

- apply skills in assessment that are theoretically grounded at the micro, and mezzo levels of practice;
- apply the biopsychosocial approach to the assessment process;
- engage in the completion of multidimensional assessment and are well-versed in case conceptualization and the stages of change; and they
- use self-evaluation and regulation throughout the assessment process.

### Competency 8: Intervene with Individuals, Families, and Groups

Expanded Competency: Direct practice social workers critically select intervention with the client system that are empirically supported and ethically sound. Practice theories, models, meta-perspectives, strategies, techniques and approaches are informed by the multidimensional assessment and the identified area of concerns at the micro, and mezzo levels of practice. Interventions are applied with a high level of fidelity. Direct practice social workers consistently practice self-awareness and self-regulation as interventions are being implemented.

Social workers engage in direct practice:

- apply interventions that are critically selected and empirically supported at the micro and mezzo levels of practice;
- apply knowledge regarding theories, models, meta-perspectives, strategies, techniques and approaches to diverse practice situations;
- use self-awareness and self-regulation during the intervention phase of treatment services.

### Competency 9: Evaluate with Individuals, Families, and Groups

Expanded Competency: Direct practice social workers are involved in the practice of evaluation at the micro and mezzo levels of practice. They are knowledgeable regarding standardized tests and scales that aid in the evaluation, and they understand the ethical implications of the process. Evaluation of treatment progress includes single system designs and diverse measurement tools. Direct practice social workers participate in the design of evaluation methods that support the values of the social work profession and use this information to inform intervention strategies.

Direct practice ensure that clients are informed of evaluation results and utilize this information to improve practice effectiveness.

Social workers engaged in direct practice:

- apply evaluation practices at the micro and mezzo level of practice;
- apply knowledge of standardized test and scales to complete the evaluation process;
- design evaluation methods that support ethical social work practice;
- assist client in understanding evaluation results and use the referenced results to improve practice effectiveness.

## **Program Curriculum-Plan of Study**

The MSW Generalist Curriculum is grouped into the following areas:

2 Year Full-time: 63 Credit Hours

4 Year Part-time: 63 Credit Hours

1 Year Advanced Standing: 39 Credit Hours

### **Full-time/Part-time**

The MSW degree may be completed across a two-year full-time program for 63 semester hours. This includes 1 summer session and four semesters. The full-time two year program may be taken on a systematic part-time basis. The first thirty hours must be completed within two years of initial enrollment and all requirements for the MSW degree must be completed within six years of initial enrollment. Whether full-time or part-time status is pursued, SWK 500 Writing Seminar for Professional Social Workers must be passed with a B or better. This course is typically offered during Summer Sessions I and/or II of each academic year. **There is no credit extended for life experiences.**

## **Full-time Plan of Study Regular Two-Year Student**

### **Requirements for MSW Students**

#### **Summer Session**

SWK 500 Seminar for Professional Social Workers 3 Credit Hours

#### **First Year**

##### **Fall Semester**

SWK 501 Human Behavior and the Social Environment 3 Credit Hours

SWK 502 Social Welfare Policy and Services I 3 Credit Hours

SWK 503 Social Work Practice I 3 Credit Hours

SWK 512 Foundation Field Education I 3 Credit Hours

SWK 530 Research Methods 3 Credit Hours

**Total** **15 Credit Hours**

**Spring Semester**

SWK 520 Social Work Practice II 3 Credit Hours

SWK 521 Human Behavior and the Social Environment II 3 Credit Hours

SWK 522 Foundation Field Education II 3 Credit Hours

SWK 532 Social Welfare Policies and Services II 3 Credit Hours

SWK 560 Statistics 3 Credit Hours

**Total** **15 Credit Hours**

**Second Year**

**Fall Semester**

SWK 629 Advanced Research  
(Thesis or non-thesis option) 3 Credit Hours

SWK 631 Direct Practice I 3 Credit Hours

SWK 633 Direct Practice Field Education I 3 Credit Hours

SWK 655 Advanced social Welfare Policy and Services 3 Credit Hours

Elective 3 Credit Hours

**Total** **15 Credit Hours**

**Spring Semester**

SWK 637 Direct Practice II 3 Credit Hours

SWK 638 Direct Practice Field Education II 3 Credit Hours

Social Work Elective 3 Credit Hours

Social Work Elective 3 Credit Hours

Social Work Elective 3 Credit Hours

**Total** **15 Credit Hours**

**Part-Time Plan of Study**

**Requirements for MSW Students**

**Summer Session**

SWK 500 Writing Seminar for Professional Social Workers 3 Credit Hours

**Total** **3 Credit Hours**

**First Year**

**Fall Semester**

SWK 501 Human Behavior and the Social Environment 3 Credit Hours

SWK 502 Social Welfare Policy and Services 3 Credit Hours

SWK 503 Social Work Practice I 3 Credit Hours

**Total** **9 Credit Hours**

**Spring Semester**

SWK 520 Social Work Practice II 3 Credit Hours

SWK 521 Human Behavior & the Social Environment II 3 Credit Hours

**Total** **6 Credit Hours**

**Second Year**

**Fall Semester**

SWK 512 Foundation Field I 3 Credit Hours

SWK 530 Research Methods 3 Credit Hours

**Spring Semester**

SWK 522 Foundation Field Education II 3 Credit Hours

SWK 532 Social Welfare Policy & Services II 3 Credit Hours

SWK 560 Statistics 3 Credit Hours

**Total** **9 Credit Hours**

**Third Year**

**Fall Semester**

SWK 629 Advanced Research 3 Credit Hours

SWK 631 Direct Practice I 3 Credit Hours

SWK 655 Advanced Social Welfare 3 Credit Hours

**Total** **9 Credit Hours**

**Spring Semester**

SWK 637 Direct Practice II 3 Credit Hours

Social Work Elective 3 Credit Hours

**Total** **6 Credit Hours**

**Fourth Year**

**Fall Semester**

SWK 633 Direct Practice Field I 3 Credit Hours

Social Work Elective 3 Credit Hours

**Spring Semester**

SWK 638 Direct Practice Field II 3 Credit Hours

Social Work Elective 3 Credit Hours

Social Work Elective 3 Credit Hours

**Total** **9 Credit Hours**

**Advanced Standing**

The Advanced Standing program is completed over the course of one summer (two sessions) and two full semesters (fall and spring). After completing the Writing Seminar for Professional Social Workers in Summer I, advanced standing students take two transitional classes in Summer II. They then take the normal 15 hours per semester of the second year of the full-time 2-year program. There are no course substitutions for SWK 500 Writing Seminar for Professional Social Workers. This course must be passed with a B or better for continued matriculation in the program. **There is no credit extended for life experience.**



**Advanced Standing Plan of Study**  
**Regular Advanced Standing Student**  
**Requirements for MSW Students**

**Summer I**

SWK 500 Writing Seminar for Professional Social Workers	3 Credit Hours
<b>Total</b>	<b>3 Credit Hours</b>

**Summer II**

SWK 602 Research & Data Analysis	3 Credit Hours
SWK 606 Seminar: His/Fields-Practice	3 Credit Hours
<b>Total</b>	<b>6 Credit Hours</b>

**Fall Semester**

SWK 629 Advanced Research	3 Credit Hours
SWK 631 Direct Practice I	3 Credit Hours
SWK 633 Direct Practice Field Education I	3 Credit Hours
SWK 655 Advanced Social Welfare Policy and Services	3 Credit Hours
Elective	3 Credit Hours
<b>Total</b>	<b>15 Credit Hours</b>

**Spring Semester**

SWK 637 Direct Practice II	3 Credit Hours
SWK 638 Direct Practice Field Education II	3 Credit Hours
Social Work Elective	3 Credit Hours
Social Work Elective	3 Credit Hours
Social Work Elective	3 Credit Hours
<b>Total</b>	<b>15 Credit Hours</b>

**COURSE DESCRIPTIONS**

**SWK 501 3 Credit Hours**

**Human Behavior and the Social Environment I**

The first of two foundation courses involving the study of human behavior throughout the lifecycle. The course involves the study of human systemic domains from conception through adolescence, including the physical, psychological, societal, and spiritual domains, as they impact and are impacted by the environmental system. The course will utilize ecological systems and theories of human behavior with a critical focus on rural and African-American issues.

**SWK 502 3 Credit Hours**

**Social Welfare Policy and Services I**

The first in a series of three social welfare policy courses. Students explore the history of social welfare to understand how social welfare policy is made and the impact of its outcome on vulnerable and at-risk populations. Particular emphasis is placed on the concepts of social and

economic justice and unintended consequences of policy decisions on individuals served through the social welfare system.

**SWK 503 3 Credit Hours**

**Social Work Practice I**

The initial course of a two course foundation sequence. It provides a common frame-of-reference for viewing the practice of social work. It applies core principles of practice across the different client systems (micro, mezzo, and macro) and its primary focus is on individuals and families.

**SW 512 3 Credit Hours**

**Foundation Field Education I**

Provides students the opportunity to learn general skills in an agency setting under the supervision of an experienced social work practitioner a minimum of two days a week.

**SWK 520 3 Credit Hours**

**Social Work Practice II**

The second course in the foundation practice sequence. It primarily focuses on communities, organizations, and society. This course completes the basic generalist foundation for advancement to the second year practice sequence.

**SWK 521 3 Credit Hours**

**Human Behavior and the Social Environment II**

The second of two foundation courses involving the study of human behavior throughout the life cycle. It builds on the first course by specifically focusing on the effects of culture, race and/or ethnicity, class, socioeconomic status, sexual orientation, gender, disability, age, rurality, immigration status, and other diversity issues.

**SWK 522 3 Credit Hours**

**Foundation Field Education II**

Provides students the opportunity to learn and apply generalist practice skills in an agency setting at both the direct and indirect level of intervention. Students are placed under the supervision of a social work practitioner, a minimum of two days a week.

**SWK 530 3 Credit Hours**

**Research Methods**

Enables students to acquire knowledge and skills that will enable them to design and develop a research project. Focus is on systematic ways of assessing and evaluating client system problems, social work interventions methods and the efficacy of social service delivery.

**SWK 532 3 Credit Hours**

**Social Welfare Policy and Services II**

Offers a framework and other resources for critically analyzing social welfare policies. Students are able to examine policies in three representative areas of practice (child welfare, health, and mental health) and then develop-model policies relevant to a chosen topic. Particular attention is

paid to how policies impact vulnerable populations, with an emphasis upon advancing human rights, as well as, social and economic justice.

### **SWK 560 3 Credit Hours**

#### **Statistics**

Familiarizes students with the basic and fundamental process of research methodology. It covers important topics such as research problem formulation, research design, sampling, and methods of data gathering, data processing, and analysis.

### **SWK 602 3 Credit Hours**

#### **Social Work Research Methods and Data Analysis**

Examines various parametric and non-parametric univariate, bivariate and multivariate test employed in inferential statistics. It also provides knowledge of the terminology, symbols, and methods used in inferential statistics. Students use SPSS application to understand and analyze computer print-outs.

### **SWK 606 3 Credit Hours**

#### **Seminar: Social Work History and Field of Practice**

Examines the evolution of the social work profession with particular attention to the development of various fields/specialties in social work practice. The history will also be linked to current developments and practice within the different fields. It emphasizes the role of African Americans in the development of the social work profession.

### **SWK 629 3 Credit Hours**

#### **Advance Research**

Builds on the research sequence in the foundation curriculum. Students are required to satisfactorily complete a research project.

### **SWK 631 3 Credit Hours**

#### **Direct Practice I**

The first practice course in the direct practice concentration. It focuses on clinical work with individual, couples, families, and small groups. Contents on values, ethics, and populations-at-risk is explored throughout the course to demonstrate the centrality of this knowledge to effective practice.

### **SWK 633 3 Credit Hours**

#### **Direct Practice Field Education I**

Provides graduate students an opportunity to apply practice content at the advanced level. Students are provided an opportunity to apply advanced direct practice knowledge in an agency setting for a minimum of two days a week.

### **SWK 637 3 Credit Hours**

#### **Direct Practice II**

Builds on SWK 631. It focuses on skills building exercises, professional social work values, engaging diversity and differences in practice settings with an emphasis upon health, mental

health and child welfare. It engages students in an exploration and validation of frameworks, principles, and skills in macro practice with organizations and communities to meet the needs of individuals and families.

### **SWK 638 3 Credit Hours**

#### **Direct Practice Field Education II**

Emphasizes advanced interventions with communities and other organizational systems. Students are sometimes offered stipends upon availability, at this level. Students are required to attend the agency setting for two days a week for the semester.

### **SWK 646 3 Credit Hours**

#### **Social Work Supervision and Consultation**

Delineates and explores the principles, concepts and components of supervision in social work. The transition from worker to supervisor is examined. Consultation is defined and differentiated from supervision. Contemporary models and issues are presented for discussion, comparison, and evaluation. The focus is on differential use of supervision with beginning and advanced level practitioners.

### **SWK 651 3 Credit Hours**

#### **Substance Abuse and Mental Health**

Briefly reviews federal, state, and local drug policies. It explores theories of addictive disorders and the roles of pharmacology and biological mechanism of addiction. Emphasis will be on addiction and minority populations, especially African Americans and rurality. Knowledge of treatment utilizing varied methodologies at different system levels will be acquired. Dual diagnosis will be the mental health focus.

### **SWK 652 3 Credit Hours**

#### **Families and Couples Treatment in Social Work**

An advanced elective designed for student interested in deepening their knowledge of skills in direct practice with families and couples. The focus is on assessment, planning, and intervention with families and couples using state of the art technologies and research-based theoretical models that have proven effective.

### **SWK 653 3 Credit Hours**

#### **Resource Development**

Provides students with an opportunity to acquire basic information and practice experience in the preparation of grant proposals. In addition, background materials on public and private funding sources will be introduced to enable the students to prepare and submit a proposal appropriate for selected funding agencies. Students will also be introduced to fundamentals of diverse fundraising strategies.

### **SWK 655 3 Credit Hours**

#### **Advanced Social Welfare Policy and Services**

Emphasizes the relationship between social welfare policy and the law. It examines the impact of constitutional law on social welfare policy and liability and malpractice associated with social

work practice. It provides student with information on client's rights and how judicial rulings, have affected policies in housing, child welfare, public assistance, mental health, and discrimination. The course promotes an understanding of the legal concepts that influence social welfare policy and social work practice.

### **SWK 670 3 Credit Hours**

#### **Assessment and Diagnostic Systems**

Provides students with basic knowledge and use of the Diagnostic and Statistical Manual (DSM-V), and the International Classification of Diseases (ICD-10) and their relevance to clinical social work. Focus is on improving diagnostic skills and strengthening the student's ability to conceptualize mental health in relation to ecological systems.

### **SWK 671 3 Credit Hours**

#### **Diagnosis and Interventions in Child Welfare**

Introduces students to the diagnostic skills and techniques that are necessary to provide child welfare intervention services.

### **SWK 672 3 Credit Hours**

#### **Rural Social Work Practice**

Concerned with the distinctive nature of rural generalist practice. It encompasses a definition, historical perspective, and salient characteristics of rural America, pertinent knowledge base, technical expertise, and personal traits useful in rural practice. It also highlights problems and issues confronting the social worker in rural practice.

### **SWK 673 3 Credit Hours**

#### **Ethical Decision Making and Public Policy**

An advanced elective course. The content on ethics is broadened to compare the NASW Code of Ethics with Codes of Ethics of other helping professionals. Students will develop a richer understanding of their own Code is viewed in a comparative analysis of other codes. Students will learn how to apply modes of ethical decision making.

### **SWK 674 3 Credit Hours**

#### **Issues and Practice in Health Care**

Examines the inequalities in health status and access to health care, and highlights issues of social and economic justice, discrimination, and oppression. It prepares advanced practitioners to apply a variety of theoretical and empirically based approaches with clients and client systems in health and health-related settings.

### **SWK 694 3 Credit Hours**

#### **Capstone**

Research provides students with an opportunity to conduct more intensive practice knowledge which building upon foundational courses from the student's first year of study. It provides an opportunity for the students to work independently and expand upon their area(s) of interest.

## **Social Work Field Instruction**

**As specified in the course descriptions, field instruction courses include:**

**SWK 512**

**SWK 522**

**SWK 633**

**SWK 638**

Students are required to complete a minimum of 900 clock hours of field instruction which consist of two (2) days per week, eight (8) hours per day for four (4) semesters. Field practicum must take place at a pre-approved site: examples of which include health care facilities, mental health facilities or other social service agencies. Each semester a minimum of 225 clock hours must be completed. Field Instructors for the field practicum will be social work practitioners who have met pre-established criteria and work in various North and Central Louisiana agencies. Each field practicum assignment is for two (2) consecutive semesters. A mandatory monthly field seminar is required for advanced (second year) students.

Because of the geographic area of north central Louisiana, students may be required to commute an hour one way to a field placement. It is the responsibility of the student to make transportation arrangement to their field practicum agencies. It is also the responsibility of the student to have chosen 3 sites as documented in their field application, which they have visited and acquired permission to use, as a field practicum agency. The school is not responsible for any expenses they may occur due to traveling to and from field practicum placement. Attempts will be made to place students in close proximity to their home base without compromising placements. A Field Practicum is not permitted in one's currently assigned position.

A nominal field fee of \$50.00 per semester (paid during the registration) is required to defray the cost of student liability insurance.

Any questions regarding Field Education and policies should be directed to the Field Education Director.

## **Comprehensive Examination**

MSW students at the Generalist and Direct Practice levels of the MSW Program **must** take a Comprehensive Examination. The comprehensive exam is an evaluation measure of student competency within the MSW program. The proctored exam format is multiple choice and/or short essay. The exam is extended during the spring semester of each academic year. For first year MSW students, the exam is focused on first year course content, including, but not limited to Human Behavior and the Social Environment, Policy, Social Work Practice, Statistics and Research. For second year MSW Students and Advanced Standing students, the exam is focused on Direct Practice Interventions, Advanced Social Welfare Policy and Services, and Advanced Research. Course work taken prior to sitting for the examination will adequately prepare students at all levels to be successful in completing this academic requirement.

## Capstone Project

MSW students at the Direct Practice level are required to complete the Capstone Project. The capstone is a culminating project experience. The project is developed in SW695 Independent Study, and is a multi-faceted integrative assignment, which is designed to provide MSW students with the opportunity to apply and integrate classroom coursework, field education, review of the literature and research. SWK 695 is offered each spring semester. All MSW students are required to participate in an individual or group related capstone project. The capstone serves as an evaluation measure for the MSW program.

## THESIS (OPTIONAL)

A student who is planning to write a master's thesis/project must submit an intent form to the School of Graduate Studies that has been approved by the thesis/project credit and no later than one semester before the thesis/project is presented for public oral defense. A draft copy of the thesis/project must be presented to the School of Graduate Studies for dean's approval 10 working days prior to oral defense. The final original thesis/project and three copies must be submitted to the department and School of Graduate Studies after binding and no later than 10 working days after the date on which the degree is conferred. For specific information concerning the format of the master's thesis and projects, students should consult the School of Social Work Department Head and the School of Graduate Studies' *Guidelines for preparing research Proposals, Master's Projects and Theses, and Doctoral Dissertations*. An electronic copy of thesis/project and a copy of a separate abstract must be uploaded to ProQuest through [www.etsadmin.com](http://www.etsadmin.com) for publication.

## School of Graduate Studies and Research

### Mission Statement

The mission of the School of Graduate Studies & Research is produce individuals who have advanced knowledge in their field, appreciate learning, are prepared to excel in their future careers, and can contribute to the quality of life in a global society.

### Administrative Organization

The School of Graduate Studies & Research is an academic unit responsible to the Provost and Vice President of Academic Affairs. The unit operates under the direction of a Dean and coordinates the University's graduate program. The policy-making and regulatory body for graduate programs is the Graduate Council. Representatives from the graduate faculty, University Administration, and the graduate-student population comprise the membership of the Graduate Council, with the Dean serving as chairperson.

## DEADLINES FOR SUBMITTING APPLICATIONS

**Fall Semester  
July 1st**

**Spring Semester  
December 1st**

**Summer Session  
May 1<sup>st</sup>**

**Contact Information  
Grambling State University  
School of Graduate Studies & Research  
Campus Box 4239  
Grambling, LA 71245  
318-274-2457  
318-274-7373 (Fax)**

**\*\*\* Although the application for Summer Session admission to the School of Graduate Studies is May 1<sup>st</sup>, the deadline for application submission for the MSW program is March 1<sup>st</sup>.**

## Graduate Admission

**A degree-seeking applicant for admission to the School of Graduate Studies must:**

1. Submit a completed application for graduate admission. All questions must be answered. Incomplete applications will be returned.
2. Hold a bachelor's degree from a regionally accredited college or university.
3. Submit two (two) official transcript(s) of work completed at each accredited college or university attended, including GSU. If work is in progress, a supplementary transcript must be sent at the end of the term. International applicants must submit official transcripts to World Education Services (WES) for course-by-course evaluation.
4. Have three completed recommendation forms sent directly from the sources: Individuals who attest to academic ability, critical thinking skills, communication skills, etc.
5. Submit official result of the Graduate Record Examination (GRE). Applicants for the MPA can submit GRE or Graduate Management Admission Test (GMAT) scores. All scores must be sent directly from the Educational Testing Service.
6. Foreign students must submit scores on the Test of English as a Foreign Language (TOEFL) and an affidavit of sponsorship in addition to the information requested above. Application for these test are available from [www.ets.org](http://www.ets.org):

### **Educational Testing Service**

**Post Office Box 6000  
Princeton, NJ 08541-6000**

7. An application fee of \$20.00 for first admission and \$10.00 for re-admission (year or older application fee: \$20.00). International students must remit \$30.00 for first admission.



The application fee must be in the form of a money order or cashier's check payable to Grambling State University and must accompany the application at the time it is filed.

PERSONAL CHECKS ARE NOT ACCEPTABLE. DO NOT SEND CASH. The fee is neither certified toward matriculation fee if the application is not accepted, nor is it refunded if the applicant does not enroll.

## Non-Degree Students

Test scores and recommendation forms are not required for non-degree students; however, an official transcript of the last degree awarded must be submitted. Non-degree students may apply a maximum of 15 hours to be counted towards a degree.

The application for admission to the School of Graduate Studies & Research and all supporting documents should be on file at least 60 days prior to registration. Late applications will be processed in due course. No guarantee can be made that these applications will process in time for registration.

## Re-Admission

Any admitted student not enrolled for one regular semester, excluding summer sessions, must apply for readmission to the School of Graduate Studies. The following documents must be submitted to the School:

- Application for re-admission (completed and signed)
- \$10.00 re-admission application fee (money order or cashier's check, made payable to Grambling State University (Year or older application fee: \$20.00);
- Two (2) official transcripts from college(s) attended while absent from Grambling State University;

A completed application and requested documents must be sent to:

**School of Graduate Studies & Research**  
**Grambling State University**  
**GSU Box 4239**  
**Grambling, LA 71245**

**ALL RECORDS AND DOCUMENTS BECOME THE PROPERTY OF GRAMBLING STATE UNIVERSITY AND WILL NOT BE RETURNED.**

## Types of Admission

### Regular Admission

For regular admission to the School of Graduate Studies, an applicant must:

- Have a bachelor's or master's degree from an institution which is accredited by an appropriate regional or national accrediting agency;
- Have a cumulative grade point average of 2.5 (4.0 scale) or better on all undergraduate work;
- Have a 3.0 overall grade point average on graduate hours pursued at another university;
- Review specific program admission requirement regarding if submission of GRE scores is required (**GRE SCORES ARE REQUIRED FOR THE MSW PROGRAM**). Scores must have an administration date no more than five years prior to the date of admission;

- Have three recommendation forms or letters of recommendation of official letterhead sent directly to the School of Graduate Studies from individual who can attest to the applicant's academic ability, written and oral communication skills, personal and professional ethics, and interpersonal skills.

### **Conditional Admission**

Conditional admission may be granted to applicants who fail to meet criteria for regular admission. Conditional admission may be granted to applicants who meet of the following criteria:

- A minimum of 2.30 GPA (4.0 scale) on all undergraduate work; or
- A minimum of 2.65 on the last 60 hours of undergraduate work.

Applicants who have completed graduate hours at another university with an overall graduate point average below 3.0 and are eligible to return to that university may be granted conditional admission. Conditional status must be changed to regular status when the applicant has earned:

- Earned a B average (3.0) in (12) semester hours graduate student with not more than one grade of C in any course, and
- The major program has completed the-admission to department form and returned it to the School of Graduate Studies.

An applicant not meeting these criteria may apply to the undergraduate Admissions Office for Other Undergraduate Status.

### **Provisional Admission**

A graduate student may be admitted to the School of Graduate Studies on a provisional basis pending the receipt of some admission documents. A student who is admitted provisionally and does not complete all requirement for full admission within one semester of summer session will have his/her registration for future semesters canceled until all required documents for full admission are submitted.

## **SCHOOL OF SOCIAL WORK-MSW PROGRAM GRADUATION CRITERIA**

- Complete all School of Social Work requirements;
- Meet all requirements to advance to candidacy;
- Complete the minimum semesters hours required for the particular program in which enrolled;
- Have no more than two courses with "C" grades on the plan of study and under such circumstances in which a student is suspended, he or she must retake the said courses and pass with "B" or better;
- Have a grade point average of 3.0 or better;
- Successful completion of a written comprehensive examination;
- Completion of all Field Practicum hours with grade of "B" or better.

# **Code of Conduct Policies-University-Wide**

## **Alcohol and Illegal Controlled Substance Policy**

Grambling State University has a “zero tolerance” policy on the improper use of controlled substances. As a member of the University of Louisiana System, Grambling State University is designated an “alcohol and drug free” campus. The unlawful manufacture, distribution or use of illegal controlled substance or alcohol, or underage consumption of alcohol is strictly prohibited on university properties and/or as part of any university activity. Such behavior may be grounds for disciplinary action.

Grambling State University endorses the Drug Free Schools and Communities Act Amendment of 1989 (Public 101; 226) and abides by all state and local laws and ordinances relative to alcoholic beverages and illegal controlled substances. Alcohol beverages may not, in any circumstances, be used by, possessed by or distributed to any person under twenty-one (21) years of age.

Students found responsible for violating the Alcohol and Illegal Controlled Substances Policy shall be subject to disciplinary action through the Office of Student Conduct.

## **Cell Phone Usage**

The use of cell phone inside the classroom, official testing sites and during an official assembly period is prohibited. This includes but is not limited to, placing and/or receiving calls and/or text messages as well as conversing on cell phones (Official University emergency notification messages are excluded/ see below referenced Electronic Devices Policy.)

## **Dress Code**

Grambling State University, a community of leaders preparing students to compete as well as succeed in their chosen careers, still maintains the traditional notion of acceptable dress attire. The personal appearance of every university student is an important component of maintain an appropriate dress code which promotes a positive image of the university must be presented at all times. Students are expected to dress in a manner support of a positive learning environment, free from disruptions and distractions.

The following standards shall apply and will be enforced:

Examples of inappropriate attire include but are not limited to:

- wearing hats, caps, do-rags, skullcaps, bandanas, stocking caps and/or other headgear;
- lounging shoes, lounging slippers, bare feet, short-shorts, sagging (exposing undergarments), lounging pants (except in the privacy of the student’s living quarters); and:
- clothing consisting of derogatory and or offensive messages either in pictures or words.

This policy does not apply to headgear identified as religious or cultural dress. Students seeking approval for headgear attire shall make a written request through the Office of the Vice President for Student Affairs.

Students must adhere to any special dress standard set by groups presenting social programs such as musical arts, convocations, commencement, etc. Admission to such events may be denied if manner of dress is inappropriate.

Appropriate student behavior addressing the dress code policy shall be monitored by university faculty and staff.

### **Interim Suspension**

Whenever students are disruptive or dangerous to themselves, including threatening or attempting suicide and are dangerous to others, to property, or to the stability and continuance of normal University functions, the President or the President's designee may suspend students immediately on an interim basis without providing the NORMAL HEARING NOTICE the letter form the Director of Student Conduct will constitute Normal Hearing Notice.

If the facts and evidence suggest that the student's continued presence on University premises constitute imminent or clear and present danger to themselves, to other, to property, or to the stability and continuance of normal University functions, the President or the President's designee may issue a Restraining Order against the students restricting them from the University premises prior to the NORMAL JUDICIAL HEARING AND AFTERWARD, if he/she deems it necessary.

Whenever the interim suspension rule is invoked, the student shall be given the opportunity to DISCUSS the incident with a University official PRIOR TO THE INTERIM SUSPENSION. Any student so suspended shall have a right to a post-suspension hearing on the merits of the case within five business days of the suspension.

**Student who endanger their own physical well-being shall be required to provide the Director of Office of Student Conduct with a Psychiatric Evaluation signed by a licensed mental health professional indicating that the student is not a threat to him/herself or the campus community. Additionally, the parents, legal guardian, and/or student are advised that threatening and/or attempting suicide is a violation of the Code of Student Conduct and may result in disciplinary action by the University.**

### **Sexual Harassment**

Grambling State University explicitly condemns sexual harassment of students, staff, and faculty. Since some members of the University community hold positions of authority that may involve the legitimate exercise of power over others, it is their responsibility to be sensitive to that power. Faculty and supervisors in particular, in their responsibility to be sensitive to that power. Faculty and supervisors in particular, in their relationships with students and supervisors, need to be aware of potential conflicts of interest and the possible compromise of their evaluative capacity. Because there is an inherent power difference in these relationships, the potential

exists for the less powerful person to perceive a coercive element in suggestions, regarding activities outside those appropriate to the professional relationship. It is, therefore, the responsibility of faculty and supervisors to behave in such a manner that their words or actions cannot reasonable be perceived as sexually coercive, abusive, or exploitive.

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior which is not welcomed, is unwanted, and is personally offensive and debilitating. Such behavior creates an intimidating, hostile or offensive working environment which interferes with work effectiveness.

Such conduct, whether committed by supervisor or non-supervisory personnel, is specifically prohibited. This includes, but is not limited to repeated offensive sexual flirtation, advances, or propositions; continued or repeated verbal abuse of a sexual nature; graphic or degrading verbal comments about an individual or his or her appearance; the display of sexually suggestive objects or pictures; or any offensive or abusive physical conduct.

In addition, no one should imply or threaten that an applicant's or employee's "cooperation" of a sexual nature (or refusal thereof) will have any effect on the individual's employment, assignment, compensation, advancement, career development, or any other condition of employment.

Grambling State University is committed to providing an environment of study and work free from sexual harassment and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding sexual harassment. A student who believes he/she is the victim of sexual harassment by a member of the University faculty or staff should lodge a formal complaint with the Office of Student Affairs. A student who believes that he/she is the victim of sexual harassment perpetrated by another student may file a complaint with the Office of Student Affairs.

**Office of Student Affairs  
318-274-6120**

### **Weapons on Campus**

Grambling State University, as a member of the University of Louisiana System is designated as a "firearm-free zone" pursuant to Louisiana Law R.S. 14:96.6. Carrying a firearm or dangerous weapon by a student or non-student on campus property, at campus-sponsored functions, or in a firearm-free one is unlawful and violators shall be subject to criminal charges and campus discipline as stated in the University of Louisiana System, Board of Supervisors: **"Weapons on Campus Policy"**.

Grambling State University explicitly prohibits the use, possession, or storage of dangerous weapons and explosives. Chemicals are strictly prohibited even if legally possessed in a manner that harms, threatens or causes fear.

Any person who wishes to possess a firearm sanctioned by state law and university while on school property, school transportation, at any school sponsored or affiliated function, shall obtain written authority of the President or Vice President and register such weapon with campus police before bringing the firearm on school property, school transportation, or to any school sponsored or affiliated function.

Possession of firearm, when in violation of state laws, the University of Louisiana System policy, or university policy, shall be grounds for suspension, or expulsion from the University.

Students found in violation of the “**Weapons on Campus Policy**” shall be subject to disciplinary action through the Office of Student of Conduct.

### **Zero Tolerance for Aggressive Behavior**

Grambling State University has a “Zero Tolerance” policy for Aggressive Behavior. The purpose of this policy is to address incidents of unacceptable behavior which create fear, bodily harm to another, or damage to university or personal property. Additional definitions of aggressive behavior maybe identified in the student handbook, which may include, but are not limited to the following:

1. Assault
2. Battery
3. Dangerous, Threatening Unsafe Behavior
4. Destruction/Damage to Property

Any student found in-violation of an aggressive behavior act may result in immediate suspension up to expulsion from the University. The University has jurisdiction over all behavioral infractions which occur in University facilities or on University property. University charges and criminal charges are totally independent of each other

## **Program Academic Policies**

### **Academic Advising**

Academic advising is a developmental process in which students are assisted and guided in clarifying their life/career goals and in developing educational plans for realizing those goals. It is a decision making process that is ongoing, multi-faceted, and the responsibility of both student and advisor.

The Academic Advising Contract is a critical document. The student and the advisor will complete a contract prior to the beginning of the student registering for a given semester. The contract can serve as a legal document verifying what has been agreed upon between the advisee and the advisor. A dated original copy that contains the signature of the advisor and advisee must be kept in the student’ folder that is housed in the department. The contract contains contract information about the student, his/her course schedule for the semester and a notes session. The notes section of this document allows comments to be written by the advisor that are related to the advisement process. For example, a notation should be made in this session indicating a

student refuses to take a course after being advised to do so. Once the contract is signed and dated by both the advisee and the advisor the student should receive a copy of the contract along with an alternate pin number, which will allow the student to enter classes into Banner Web.

In addition to completion of the Academic Advising Contract, the Evidence of Advisement and Proof of Understanding of Graduation Status Form is also signed during academic advisement. This form is completed by the advisee/student, advisor, and the department/head/associate dean. It provides information regarding the number of courses required to earn the degree, number of hours remaining to graduate, and the grade required to pass courses prescribed on the plan of study. The plan of study and transcript is attached to this form.

## **Academic Dishonesty**

### **The School of Social Work at Grambling State University does not tolerate instances of Academic Dishonesty.**

The university functions best when its members treat one another with honesty, fairness, respect, and trust. Student should realize that deception for individual gain is an offense against the members of the entire community. Faculty members have a responsibility to take measures to preserve and transmit the values of the academic community. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage academic dishonesty.

#### Examples of Academic Dishonesty

- Cheating: possessing unauthorized sources of information during an examination; copying the work of another student or permitting copying by another student during an exam; completing an assignment such as an exam, paper, lab report, or computer program for another student; submitting out-of-class work for an in-class assignment; altering graded work and resubmitting it for regrading; retaining exams or other materials after they were supposed to be returned to an instructor, inventing data or falsifying data.
- Plagiarism: taking the works or ideas of another person and either copying or paraphrasing the work without giving credit to the source (e.g., through footnotes, quotation marks, reference citations).
- Other forms: providing materials to another person with knowledge it will be improperly used, possessing another student's work without permission, selling or purchasing materials for class assignment, altering another student's assignment, knowingly furnishing false or incomplete academic information, altering documents affecting student records, forging a signature or falsifying information on any official academic document.

#### Dealing with Instances of Academic Dishonesty

Any act of cheating or plagiarism in a course by a student will be reported to the college/school dean and the student will receive an "F" for the course.

If a student has been reported to the dean for two instances of cheating and/or plagiarism, the student will be charged with persistent academic dishonesty. The student will be given the opportunity to respond to the charge at a hearing. If the student is found guilty, the student will be suspended for one academic year. If a student is charged twice with persistent academic

disorder and is found guilty on both occasion of academic dishonesty, the student will be indefinitely suspended from the University.

### **Attendance**

It is always the student's responsibility to be aware of class attendance. At Grambling State University, class attendance is regarded as an obligation as well as a privilege. Student should attend all classes regularly and punctually. Failure to do so may jeopardize a student's scholastic standing and lead to immediate suspension from the University.

Excused Absences: Within three (3) days of the student's return to the University from an absence, the student who desires an excused absence must submit verification or documentation supporting the reason for the absence to the Counseling Center. The Director of the Counseling Center will give the student an approved excused absence form to be shared with the student's instructors provided the documentation presented can be verified. Acceptable documentation includes those affidavits provided by doctors, lawyers, and other officials when appropriate. At the discretion of the respective instructors, documents may be reviewed for a decision.

Note: Official documents must be submitted to substantiate any request for an excused absence lasting longer than one week.

Tardiness is equivalent to an absence unless the instructor excuses it at the end of the class period. The student must take the initiative to seen an excused late entrance.

### **Class Schedule Adjustments (Drops and Adds)**

Student should consult with their assigned academic advisors before initiating any change in registration.

### **Grading System**

The grades used in the assessment of the academic performance of student enrolled in courses offered by the University are listed.

<b>Letter Grade</b>	<b>Description</b>	<b>Quality Points Per Credit Hour</b>
A	Excellent	4
B	Above Average	3
C	Average	2
D	Below Average	1
F	Fail	0
IP	Approved Course/In Progress	Not Computed
FN	Fail-Never Attended	0
W	Withdrawn	Not Computed



I	Incomplete	0
IX	Incomplete Extended	0
P	Pass	Not Computed
NC	No Credit	Not Computed
AU	Audit	Not Computed
Z	Approved Course/Work Pending	Not Computed

**Grading Scale:**

The grading scale for the School of Social Work MSW Program is in compliance with the University's scale:

Percentage		Letter Grade
90%-100%		A
89%-80%		B
79%-70%		C
69%-60%		D
Below 69%		F

Quality points earned for each course are determined by multiplying the number of quality points for each grade by the number of hours the course carrier. A student's grade point average is computed by adding the total quality points for all courses for which quality point values may be computed, then dividing by the number of GPA hours (divisor). The grade of "P" will be awarded for nontraditional credit and non-credit courses only. Courses so credited will not be used in computing the grade point average.

The grade of "I" (incomplete) means that relatively small part of the session's work remains undone because of illness or other unavoidable reason. This mark is given in exceptional cases where the student has been passing a course and gives evidence of the ability to pass the course if granted an opportunity to complete an assignment which was not completed by the termination of the course. Prior to awarding a grade of "I," the instructor must submit an Incomplete Assignment Form to the department head. Incomplete grades for graduate student must be changed within one academic year. The department head, academic dean, and the vice president for academic affairs must approve the Grade Change Form. The grade of "I" becomes "F" on the academic transcript if it is not changed by the deadline.

The grade of "W" indicates withdrawal of the student from the University up to a specified date following mid-term. This date will be published in the university calendar. After this date, a student may not withdraw or drop classes. In extraordinary cases, the registrar may authorize

resignation from the institution or the dropping of a course with grade of “W” after the deadline. The instructor cannot change a “W” grade.

The grade of AU indicates that the course has been audited; however, no credit is allowed.

When applicable an “IP” (In Progress) is awarded to students enrolled in approved courses, such as practicum, internships, and others in which course requirements are normally not completed within one term. A request to assign (IN Progress (IP) Grade Change Form must be submitted by the instructor of record to the department head, academic dean, and the Academic Vice President/Provost for approval prior to submission to the Registrar’s Office. The “IP” will remain until course requirements have been completed by the entire class unless there are students who have recommended for graduation. All IP Grades should be changed 60 days after the end of the semester in which the IP was awarded. At the time a regular grade will be awarded. No credit will be given until the “IP” is converted to a regular grade.

The grade “Z” is for certain approved courses. When all work is complete, a Grade Change Form must be processed.

The grade of “FN” indicates that the student did not attend class and did not complete an academic assignment. Both requirement must be met to award the FN grade. This grade will be used by the university to assist with the establishment of a withdrawal date for the return of unearned student financial aid. Because of federal regulations, the last date attended is required for students who earn an “F” grade. The date is required in order to determine Title IV Calculations.

### **Procedure for Appealing a Grade**

It is an important part of the teaching responsibility of the faculty to provide careful evaluation and timely assignment of an appropriate grade to each enrolled student. There is a presumption that grades assigned are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor’s error or clerical error, etc., the grade determined by the instructor of record is to be considered final.

A student who believes based on evidence that is reviewable that an incorrect grade has been assigned may appeal by using the following procedure.

1. The student should attempt to resolve the problem with the instructor who assigned the grade within thirty (30) calendar days after the end of the term in which the course was offered. If the instructor determines that an error was made in submitting the grade, a Grade Change Form, available in the office of the department head, must be initiated by the instructor immediately. Documentation to justify the change must be submitted by the dean to the Vice President for Academic Affairs for final approval. Once the Vice President for Academic Affairs approves the approved request and submit it to the Registrar to complete the grade change process. The Vice President will return all rejected grade changes to the appropriate dean with written explanation. Explanations for rejection at any state of the process will be shared by the party making the rejection with all person involved in the process.
2. If the student is not satisfied with the instructor’s decision, and has reviewable evidence to warrant a grade change, the student should submit a written appeal within 120 calendar

days after the end of the term to the head of the department in which the course was offered.

3. If the problem is not resolved at this level, the student should submit a written appeal to the college dean within ten (10) working days following receipt of the denial by the department head.
4. If the problem is not resolved at the dean's level, the student should submit a written appeal to the Vice President for Academic Affairs within ten (10) working days of receiving the denial from the dean. The Vice President for Academic Affairs will review all evidence and finding and inform the student, instructor, department head, college dean, registrar, and other appropriate University personnel of the decision. This decision is final and ends the appeal process.
5. Candidates for degrees should immediately notify their academic advisors of decisions made in response to their respective appeals.

### **Graduate Credit Load**

Nine (9) credit hours are considered to be a full load for graduate students during the regular fall and spring semesters. During the summer session (six) 6 hours are considered to be a full load. Some degree programs may require a larger credit load each semester.

As reflected on the MSW Plan of Study, increased hours are required for students in the 2 Year MSW and Advanced Standing programs. The request for excessive hours is made by the MSW Director to the Registrar's Office.

### **Financial AID**

It is the primary responsibility of the student, parent, guardian, and/or spouse to pay the cost of education (e.g. general fees, room, board, books, supplies, personal expenses and transportation). However, the university offers financial aid to assist in the payment of the basic cost of education based upon financial need and the availability of need-based programs.

Grambling State University offers the following types of financial aid for graduate students:

Loans: Federal Subsidized and Unsubsidized Stafford Loans, and Private Loans;

Student Employment: Federal Work-Study and Institutional Wages.

Apply for Federal Financial Aid

Students who are interested in applying for federal aid must follow these steps:

- Complete the Free Application for Federal Student Aid (FASFA) at [www.fasfa.ed.gov](http://www.fasfa.ed.gov) by April 1 of each year.
- Receive the Student Aid Report (SAR) within two to four weeks. The Student Aid Report will list your Expected Family Contribution (EFC). The EFC is used to determine eligibility for financial aid programs. The Office of Student Financial Aid will receive your result electronically, therefore, do not submit the paper copy of the Student Aid Report of the Office of Student Financial Aid.
- Return all documents required by the school on or before June 1 of each year.
- Sign award letter to accept federal aid awards.

## **University Policy**

All students must be accepted for admission to the university before federal aid is awarded and students must make Satisfactory Academic Progress (SAP) yearly based on the University's Satisfactory Academic Progress policy.

Students are expected to obtain a copy of the SAP policy from the Office of Student Financial Aid. In the event of changes in hours enrolled, in housing status, in residential status, etc., the university reserves the right to review, adjust, or cancel an award. Awards in excess of the cost of attendance budget will be reduced; otherwise, the student must repay the amount over-awarded. Default of Title IV aid (federal student loans) and failure to comply with university regulations constitute a reason for canceling awards.

For more information concerning financial assistance and scholarships, please contact:

**Office of Student Financial Aid  
Post Office Box 620  
Grambling State University  
Grambling, LA 71245  
318-274-6006**

## **Graduate Assistantships**

### **Graduate Teaching Assistant (GTA)**

The graduate Teaching Assistant who is the teacher of record must be assigned to a graduate faculty member in his or her particular area. The assistant is responsible for preparing lesson plans teaching from specific course outlines, keeping student records, grading, and being available outside classroom hours, and tutoring of student in the particular subject matter. The graduate assistant will be closely supervised and evaluated by the faculty member. The graduate teaching assistants who has primary responsibility for teaching a course for credit and/or for assigning final grades for such courses, and who does not possess a terminal degree in his/her respective discipline, must have earned at least 18 graduate semester hours in his/her teaching discipline and a master's degree; be under the direct supervision of a faculty member experienced in the teaching discipline; receive regular in-serve training; and be evaluated regularly.

**Selection Process:** A graduate student who is placed as a graduate teaching assistant must be recommended by the department and/or program in which he/she will have teaching responsibilities.

### **Graduate Research Assistant (GRA)**

The Graduate Research Assistant usually works under the supervision of a principal investigator on a funded research project. The assistant is responsible for performing laboratory research techniques, sample collection, data analysis and interpretation, and supervision of undergraduate

research students. The stipends are usually paid through a research grant. The graduate assistant must be closely supervised and evaluated by the principal investigator.

#### Graduate Administrative Assistant (GAA)

The Graduate Administrative Assistant is usually assigned to work in the various offices of colleges and school and other administrative and academic units. The assistant is responsible for performing clerical duties such as word processing, filing, telephone answering, and laboratory supervision, etc. The assist may also be requested to perform special in-house duties. He/she must be monitored closely and evaluated by his/her immediate supervisor.

Selection Process: A graduate student who is placed as a graduate administrative assistant may be recommended by the department and/or program in which he/she will have administrative responsibility or may be placed in the department or program by the School of Graduate Studies in response to a request from that department or program.

#### Work Assignment/ Requirements

A student is permitted to work a maximum of 20 hours per week during the regular university period of classes and the weeks of registration and final examination. All workloads must conform to the Minimum Wage Law. A work schedule form the department chairperson is to be submitted to the Dean for the School of Graduate Studies. A payroll time sheet must be completed each month by the graduate assistant and approved by the appropriate supervisor.

#### Evaluation/Supervision

Employing units are responsible for proving each graduate assistant with an annual written evaluation. The evaluation form is available from the School of Graduate Studies. Once the supervisor completes the evaluation form, s/he must meet with the graduate assist to review it. After the review is completed, the graduate assistant must sign the document to indicate that it has been reviewed. The graduate assistant may provide a written response to the evaluation if s/he deems that such a response is needed. One copy of the evaluation and any related documents are to be provided to the School of Graduate Studies. The completed evaluation consists of a completed evaluation form and any additional response prepared by the graduate assistant.

#### Awards

Assistantships are available for full time graduate student in amounts ranging from \$4,500 (master's) to \$10,500 (doctoral) for the academic year.

#### **Child Welfare Title IV-E Stipend**

The Grambling State University Title IV-E Stipend Program provides professional education and monetary support to MSW and BSW students who intend to pursue or continue a career in the field of public child welfare. All expenses are paid to attend national, state, and regional conferences. The overall goal of the stipend program is to increase the number of child welfare workers with BSW and MSW degrees. Students must complete a field placement at a Department of Children and Family Services (DCFS) office in the area of child welfare. After graduation, students are offered employment with the Department of Family Services.

Selection Process: Applications are received, and interviews are conducted during the spring semester of each academic year. If accepted, students receive a stipend from September through June. Additionally, the student must take an elective course in child welfare. Students are obligated to work for DCFS for one year after completion of the degree program and must inform the School of Social of their whereabouts and employment for at least five years after graduation. MSW students must be in their second year or in the advanced standing program. BSW students must be approaching field placement course enrollment in order to apply for this program.

### **Immunization Policy**

All first time student born after 1956 will be required to present proof of measles, mumps, rubella, and tetanus-diphtheria immunizations. This is not an admission requirement, but shall be required of all students prior to enrollment at Grambling State University.

### **Institutional Review Board**

The role of the Grambling State University (GSU) IRB is to facilitate research, protect research participants, and comply with all regulations associated with research activity. The IRB oversees research involving humans by health care, academic, government and other agencies and organizations. Federal laws offer definitions and academic guidance on what constitutes research involving human subjects. Detailed information regarding the GSU IRB and its associated activities are available at <http://www.gram.edu/offices/sponsoredprog/>.

### **International Affairs**

The Center for International Affairs and programs (CIAP), which reports directly to the president, leads all campus internal programs and scholarship leveraging initiatives.

CIAP provides a functional partnership and is a bridge between the division of student affairs and academic affairs as “one stop shopping model” of international education programs. CIAP fosters global cooperation and articulation linkages that augment overall campus internationalization. Additionally, CIAP encompasses the office of International Student School Services which provides immigration counseling, coordinates the Homeland’s Security (SEVIS Database System) and complies with the code of federal regulation as it pertains to F-1, J-1 and M-1 nonimmigrant visa. It also provides retention services for international students & supports foreign faculty exchanges and cross-cultural advising. CIAP also administers the ESL Program which provides an intensive ESL language training to meet the needs of our growing international student population.

The Office of Study Abroad & International Academic Programs coordinates international academic programs, faculty exchanges, GSU faculty taught courses overseas and in the USA in cooperation with the provost’s office.

The Office of International Graduate and Undergraduate Admission will coordinate foreign credit evaluation, the entire international application process, and bi-national degree programs.

CIAP serves as liaison and ombudsman between the university and international students, global partners, federal government, public and private agencies, and the community.

# **CAMPUS SERVICES AND RESOURCES**

## **A.C. Lewis Memorial Library**

A.C. Lewis Memorial Library is temporarily located on the 2<sup>nd</sup> floor of Charles P. Adams Hall. The primary purpose of the library is to promote and support the undergraduate, graduate, and professional degree program, and the continuing education, distance and international education programs of Grambling State University.

The University Library holding reflect a large and diverse collection, and it houses diverse and substantial research resources including books, periodicals, research journals, films, filmstrips, microform resources, electronic resources, and media materials and equipment. It provides equitable and ample bibliographic access to resources in all formats and extends access to library resources and services beyond the physical library building through the library's digital/online collection system and access to all academic library resources statewide through membership with LOUIS.

The library operations are automated on the SirsiDynix Symphony System and provides a broad array of services which include interlibrary loan, document delivery, in person reserves, and remote access to resources.

The library has numerous computers connected to various electronic databases and related online research resources. Library electronic resources are accessible to patrons from Internet-Enable and connected devices on or off campus. Wireless technology allows students to use laptops anywhere in the Library. Electronic resources include full-text journals, electronic books (e-books), and newspapers, as well as, bibliographic citations, indexes and abstracts.

## **Campus Ministry**

The Campus Ministry operates through sponsorship of the Wesley Foundation. The ministry functions ecumenically in advising students on the availability of religious services to meet their needs and preferences. The ministry provides spiritual counseling and guidance on ethical issues to students who request the service. The ministry makes available to student information about lectures, and programs of a religious nature. The ministry is concerned about the moral and spiritual development of students, faculty, and staff who seek assistance with morality and spirituality.

For more information regarding Campus Ministry, please call 318-274-3135

## **Campus Police**

The Grambling State University Police Department has primary responsibility for security on campus. Grambling State University Police Department's mission is to provide a safe environment and enhance the quality of life on campus by working cooperatively with the public and within the framework of the constitution to enforce laws, preserve peace and reduce fear"

Grambling State University Police Department's security policies and procedures comply with law enforcement regulations as established by the State of Louisiana. Specific statues govern enforcement regulations concerning consumption and use of alcoholic beverages, substance abuse, possession of firearms, and the registration and monitoring of social events.

The Campus Police Department is located on campus on the corner of Main and Central Streets. Police officers and a supervisor are on duty 24-hours daily, 365 days a year. The department also monitors a network of nine cameras and citywide police radio network. All incoming reports of criminal activity involving Grambling State University students are investigated. Criminal prosecutions for offenses taking place on campus are initiated by the University Police Department with appropriate follow-up.

The Grambling State University Police Department provides basic police services to the campus community and perimeter communities. The department's main objective is to provide a safe environment for students, staff, faculty, and visitors. Grambling State University police officers perform a variety of law enforcement tasks, which include investigation of criminal activity, apprehension of criminal, traffic enforcement, emergency response, and special security assignments. As needed, the Grambling State University Police Department coordinates criminal investigations with other law enforcement agencies. As part of our community policing/crime prevention efforts, the Grambling State University Police Department provides seminars on a variety of topics, project operation identification, survey and statistical information, posters, brochures and safety flyers.

The Grambling State University Police Department reports to the Vice President for Finance.

**The address of the Police Department is**

**Post Office Box 4286**

**Grambling State University**

**University Police Department**

**Grambling, Louisiana 71245**

**Or**

**100 South Main**

**Grambling State University**

**Grambling, Louisiana 71245**

**Telephone: 318-274-2222**

**Career Services**

The Grambling State University's Office of Career Services strives to enhance the overall educational experience of its students by assisting with educating the "total" student. This includes personal and Professional development. It is the Center's goal to give many professional experiences that will mimic those found in everyday life. Career Services programs provide services that will create opportunities for employers, students, faculty, and staff of our University to engage in partnership that meet the needs of an ever-changing society.

Services include:

- Career Counseling/Links
- Jobs/Employer Information
- Career Assessment



- Resume/Letter Builder
- Informational Sessions
  - Company Session
  - Personal and Professional Development
  - Back2Basic Series
  - The Me in ResuME
  - Image
- Academics
  - Methods for Securing an Internship
  - Graduate School Requirements
  - Majors and What they Pay
- Recruitment
  - A Career Counseling Club called Back2Basics which is designated to connect to high school students and enhance their participation in Career Services.

**Contact Information:**

**Office of Career Services**

**JTS, STE 130**

**403 Main Street GSU Box 4264**

**318-274-2346 (Office)**

**318-274-3351 (Fax)**

**Student Counseling and Wellness Resource Center**

The Student Counseling and Wellness Resources Center is dedicated to empowering students to make informed decisions, health choices, make an obligation to care for self and others, and obtain ultimate levels of wellness to live a productive and peaceful life.

The following resources are offered:

**American with Disabilities Act (ADA) Student Services**

**Eligibility Review Process:**

- Students must be enrolled
- Documentation of disability
- Student makes disability known
- Student makes request for services
- Decision is made regarding eligibility
- Accommodation agreement is made between the student and faculty staff with support from the ADASS office

\*\*\*\*Students should make request early in the semester for services.\*\*\*\*

Short-term Individual Therapy

Short-term Couples Therapy

Disability Services Presentation  
Relaxation Room/Mind Spa/Training  
Support Groups  
Outreach and Wellness Workshops  
Community Resource Referrals  
Referral for medication evaluation  
Crisis Intervention  
Grief Counseling  
Handouts/Brochures on Coping Skills  
Resource Information Center  
Consultation to student groups, faculty, and campus community  
Training for student and faculty groups

The Student Counseling and Wellness Resource Center is located on Central Avenue in the Foster Johnson Building, West Wing. The office hours are Monday through Thursday 7:30 A.M.-5:00 P.M. and Fridays 7:30 A.M.-11:30 A.M. The center's main office number is 318-274-3277.

### **Student Insurance Health Plans**

Grambling State University offers an accident only plan for full-time domestic student and a sickness and accident plan for all international students. Students will be automatically enrolled and billed for the mandatory College-endorsed student insurance plan per semester and summer sessions through Student Accounts. It is the student's responsibility to verify whether or not the charge has been applied to your account.

Domestic students may purchase a sickness and accident plan through an insurance agency or the federal marketplace. Student may choose to remain on their parent's insurance plan until the age of 26, apply for Medicaid, or take the health insurance penalty.

Student may elect to be exempt from the insurance plans if proof of other health insurance coverage is furnished. The deadlines for exemptions are posted on the university website. Please be advised that the referenced deadlines are strictly enforced.

### **Tiger Express**

Tiger Express offers a comfortable environment in which to get a full meal, snack or socialize with colleagues. Burger King, Panda Express, P.O.D. Market, and Taco Bell are located inside Tiger Express on the campus of Grambling State University. The address is 100 Founders Street Grambling, LA.

### **Vehicle Registration, Parking and Traffic**

Students must register their automobiles with the University Police at the beginning of the academic year. Students must park in designated parking areas. Violators will receive parking

tickets that must be paid prior to the end of the semester in which they are received. Students must obey the laws governing the operation of automobiles in the state of Louisiana. Students who violate registration, parking, and/or traffic laws will lose the privilege of driving an automobile on campus.

### **Louisiana State Board of Social Work Examiners**

The Louisiana State Board of Social Work Examiners exist because the legislature declared “in order to safeguard the public health, safety, and welfare of the people of the state of Louisiana against unauthorized, unqualified and improper practice of social work, it is necessary that a proper regulatory authority be established and adequately provided for”.

The Board consists of seven members who are citizens of the United States and residents of the state of Louisiana. The members are appointed by the governor subject to Senate confirmation. All appointees are selected from one list compiled by all statewide social work membership organizations that have written bylaws and meet all state and federal laws, and the Louisiana Chapter of National Association Social Workers is responsible for coordination of the process. All appointees shall serve no more than two consecutive full terms. The completion of an unexpired portion of a full term does not constitute a full term. The board consist of the following members: one registered social worker with at least five years of social work experience, one licensed master social worker with at least five years of social work experience, and three licensed clinical social workers each with at least five years of clinical social work experience, one member who is either a registered social worker, a licensed master social worker, or a licensed clinical social worker, and one public member.

Each board members, with the exception of the public member, shall be a person who hold a current valid, license, certification, or registration. At all times the board shall consist of at least three members who are engaged primary in rendering direct services in social work and at least one member who is engaged primarily in social work education or a practice specialty other than clinical.

No public member shall be currently an elected official, and no public member shall be or have been any of the following; actively engaged in the practice of social work or be the spouse of a social worker, engaged in the practice of psychology, psychiatry, or a member of a mental health profession, or the spouse of a member of a mental health care or substance abuse services.

Board members serve without compensation, but receive actual travelling, incidental, and clerical expenses necessarily incurred while engaged in the discharge of his official duties. Board meetings are held on Fridays approximately every five week. The meets begin at 8:30 A.M. and will continue on Saturday, if necessary. The meetings are conducted at the board office in Baton Rouge. In order to conduct the business of the board effectively, all board members are expected to attend and participate in the meetings.

It is the responsibility of each MSW student/graduate to adhere to all regulations specified by the Louisiana State Board of Social Work Examiners. The website for the Louisiana State Board of Social Work Examiners is [www.labswe.org](http://www.labswe.org).

The Louisiana State Board of Social Work Examiners is located at  
18550 Highland Road

Baton Rouge, LA 70809.

The contact telephone number is 1-225-746-3470.

## **Organizations**

### **MSW Student Organization**

The MSW Student Organization is comprised of Grambling State University MSW students who are enrolled in the part-time, full-time, and advanced standing programing. This organization offers the opportunity for students to enhance their educational experience through peer recognition, networking, and service. A primary focus of this organization centers around promoting campus wide awareness of the role of social workers at the local, state, and national level, as well as, improving the public image of the social work profession. The MSW Student Organization is committed to conducting itself in accordance with the National Association of Social Work's Code of Ethics.

### **Phi Alpha**

Phi Alpha is a national honor society for social work students. The purposes of Phi Alpha Honor Society are to provide a closer bond among students of social work and promote humanitarian goals and ideal. Phi Alpha foster high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. The Delta Mu Chapter of Phi Alpha Honor Society was established at Western Kentucky University in 1994.

A graduate student is eligible for membership after achieving the following national and local chapter requirements.

- A. Completed 9 semester hours of graduate social work courses
- B. Achieved a minimum grade point average of 3.5
- C. Character consistent with the NASW Code of Ethics

There is an enrollment fee of \$40.00, which covers lifetime membership dues. Application forms are available in the School of Social Work Administration office or from the faculty sponsor.

### **National Association of Social Workers**

The National Association of Social Workers was founded in 1955. It is the largest membership organization of professional social workers in the world, with more than 120,000 members. NASW works to enhance the profession growth and development of its members, to create and maintain professional standards, and to advance sound social policies. Membership can be acquired through visiting [www.socialworkers.org](http://www.socialworkers.org). Membership is subsequently available on the local and state-wide levels. Additionally, you can visit the Social Work Office, located in Charles P. Adams Hall, Room 311 for more information.

## **National Association of Black Social Workers**

The National Association of Black Social Workers is comprised of people of African ancestry, committed to enhancing the quality of life and empowering people of African ancestry through advocacy, human services delivery, and research.

The National Association of Black Social Workers, Inc. works to create a work in which people of African ancestry will live free from racial domination, economic exploitation, and cultural oppression. In collaboration with national, international, and other appropriate groups, NABSW continues to leverage its collective expertise to strategically develop capacity of people of African ancestry to sustain and flourish. Additionally, you can visit the Social Work Office, located in Charles P. Adams Hall, Room 311 for more information.

## Appendix A

### NASW Code of Ethics

Students admitted into the social work program are required to sign the Grambling State University Department of Social Work Code of Ethics Agreement Statement indicating their agreement to stay abreast of and practice by these standards. Any violation of the principles continued with the NASW Code of Ethics can result in dismissal from the program. The MSW program at Grambling State University places emphasis on knowledge and practice of social work values and ethics. The most recently revised (2018) copy of the NASW Code of Ethics can be downloaded from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>.

**Purpose of the NASW Code of Ethics:** Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics set forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

1. The Code identifies core values on which social work's mission is based.
2. The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The Code provides ethical standards to which the general public can hold the social work professional accountable.
5. The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The Code articulates standards that the social work professional itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members\*. In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

#### Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity and meaningful participation in decision making for all people.

Value: *Dignity and Work of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interest and the broader society's interest in a social responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behavior in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.



## Appendix B



### School of Social Work Code of Ethics Agreement Statement

The NASW Code of Ethics will be the guiding framework and source for identifying professionalism in the field of social work. The BSW and MSW programs require that all students enrolled in programming sign a statement of adherence to the NASW Code of Ethics. The NASW Code of Ethics is available for review at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Please initial and date the following statements:

\_\_\_\_\_ I understand it is my responsibility to read the NASW Code of Ethics.

\_\_\_\_\_ I agree with, support, and commit myself to uphold the purpose, principles, and Standards contained within the NASW Code of Ethics.

\_\_\_\_\_ I understand that any violation of the principles contained with the NASW Code of Ethics can result in my dismissal from the program.

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Print Full Name (Printed)

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Signature and Date

# Appendix C



## School of Social Work

### MSW Student Handbook Policy Statement

The following Policy statement is to be signed and returned upon receipt of the MSW Student Handbook.

1. I agree to read the MSW Handbook.
2. I agree to abide by all policies and regulations stipulated in the MSW Student Handbook.
3. I am fully aware that policies and procedures specified in the MSW Student Handbook are subject to change, and that I am responsible for staying abreast of applicable changes in policies and procedures.
4. University resources for current and changes in policies and procedures include:  
Grambling State University Website – <http://www.gram.edu>  
Grambling State University Student Handbook - <http://www.gram.edu/student-life/handbook/>  
Grambling State University Academic Catalog- <http://www.gram.edu/academics/catalog/>

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Student Name (Printed)

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Student Signature

## University Resources

Grambling State University Website - [www.gram.edu](http://www.gram.edu)

Grambling State University Handbook - <http://www.gram.edu/student-life/handbook/>

Grambling State University Academic Catalog- <http://www.gram.edu/academics/catalog/>