



Grambling State University
Grambling, LA

School of Social Work
2019-2020
BSW 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 2019
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July 1, 2019

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

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

Xavier Henson, ABD, LMSW
Acting BSW Director/Lecturer II
School of Social Work

**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, LMSW
Associate Dean of the School of Social Work

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Professor Cassandra H. Peoples, MSW, LCSW
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Professor Patricia Williams, MSW, LCSW-BACS
Lecturer

Ms. Dorrice 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 BSW Program of the School of Social Work affirms its full support and compliance to the Diversity Statement of Grambling State University.

**2019-2020
Grambling State University
Academic Calendar**

Summer 2019 Session I

May

20, Monday	Registration
21, Tuesday	Classes Begin
21-23, Tuesday- Thursday	Late Registration (late fee of \$100 applies)
23, Thursday	Last Day to Register for Session I

June

6, Thursday	Last Day to Drop Courses or Withdraw
18, Tuesday	Last Day of Classes
19-20, Wednesday- Thursday	FINAL EXAMINATIONS
21, Friday	Final Grades Due

Summer 2019 Session II

June

24, Monday	Registration
25, Tuesday	Classes Begin
25-27, Tuesday - Thursday	Late Registration (late fee of \$100 applies)
27, Thursday	Last Day to Register for Session II

July

4, Wednesday	Independence Day Holiday
11, Thursday	Last Day to Drop Courses or Withdraw
23, Tuesday	Last Day of Classes
24-25, Wednesday - Thursday	FINAL EXAMINATIONS
26, Friday	Final Grades Due
26, Friday	Summer Term Ends

Fall 2019 Semester

August

11, Sunday	Residence Halls Open
12-16, Monday - Friday	New Student Orientation Week
12-13, Monday - Tuesday	Registration of New Undergraduate Students

14-15, Wednesday - Thursday	Registration of New Graduate Students
16-23, Friday - Friday	Late Registration (late fee of \$100.00 applies)
19, Monday	Classes Begin
23, Friday	Last Day to Register or Add Courses

September

2, Monday	Labor Day Holiday
6, Friday	Final Day for Academic Departments to Submit Applications for 2018 Fall Graduation
24, Tuesday	Founder's Day

October

7-11, Monday - Friday	Mid Semester Examinations
14, Monday	Rising Junior Exam (RJE)
15, Tuesday	Mid Semester Grades Due

November

7, Thursday	Last Day to Drop Courses for Fall Term
11-15, Monday-Friday	Registration of Continuing Students for 2019 Spring Semester
18-22, Monday - Friday	Applications for Spring 2019 Graduation Due in Academic Departments
27, Wednesday, 12:00 Noon	Thanksgiving Holidays Begin

December

2, Monday, 8:00 A.M.	Thanksgiving Holiday Ends
2-3, Monday - Tuesday	FINAL EXAMINATIONS for Graduation
2-6, Monday-Friday	FINAL EXAMINATIONS
6, Friday	Deadlines for Submission of Grades for Candidates for Graduation
13, Friday	Fall Commencement

Spring 2020 Semester

January

6, Monday	Holiday Break Ends
6, Monday	Residence Halls Open
7, Tuesday	New Student Orientation Week
7, Tuesday	Registration of All Students

8, Wednesday	Classes Begin
8-15, Wednesday- Wednesday	Late Registration (late fee of \$100.00 applies)
20, Monday	Martin Luther King, Jr. Holiday
21, Tuesday	Classes Resume
31, Friday	Final Day for Departments to Submit Application for Spring 2020

February

24-26, Monday- Wednesday	Mardi Gras Holidays
27, Thursday	Classes Resume

March

9-13, Monday - Friday	Mid Semester Examinations
16, Monday	Rising Junior Exam
17, Tuesday	Mid-Semester Grades Due
17, Tuesday	Deadline for Faculty Submission of "I" Grades Work from Fall
26, Thursday	Last Day to Drop Classes or Withdraw with "W" Grades
30, Monday	Registration for Continuing Students for 2020 Fall Semester Begins

April

3, Friday (8:00 a.m.)	Spring Break Begins at the End of Day
14, Tuesday (8:00 a.m.)	Spring Break Ends
15, Wednesday	Registration of Continuing Students for 2020 Summer Terms
22, Wednesday	Last Day of Classes
23-24, Thursday - Friday	Reading Period
27-28, Monday - Tuesday	Final Examinations for Candidates for Graduation
27-May 1, Monday - Friday	FINAL EXAMINATIONS

May

1, Friday	Deadline for Submission of Grades for Candidates for Graduation
5, Tuesday	Deadline for Submission of Final Grades
8, Friday	COMMENCEMENT
8, Friday	Spring Semester Ends

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
BSW 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.

The BSW Program aims to prepare students for entry level practice as beginning generalists, to foster and environment which is fertile with opportunities for student learning and leadership, to cultivate a learning environment that affirms diversity and respect for differences, and to offer a program of studies that is aligned with the purposes and values of the profession of social work. The program strives to make a difference in the lives of the people in the Northwest region of the state of Louisiana, and the state of Louisiana at large, by providing a credible and quality social work education to students as beginning generalist at the undergraduate level; to be a leader in the academic marketplace for social work training and education in the areas of diversity and child welfare within a rural context and; to provide knowledge, values, and skills needed to impact racial, gender, social, economic, and geographical oppression in the state of Louisiana.

When focusing on African Americans as consumers of services, the curricula of the BSW Program is designed to produce a cadre of professionally trained social workers who are sensitive to and skilled in the provision of services to a diverse population with particular emphasis on African American as an underserved population. With its focus on rurality, the BSW program is committed to enhancing the quality of life for all persons, particularly for residents in the northern region of Louisiana, working with existing social service systems and developing them when needed. GSU, with its rich and unique history, and its geographical location, and as reflected in its mission, has a central role to play in the arena of higher education.

BSW Program Goal

Goal 1: To prepare students for entry level generalist social work practice to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities as client systems.

Goal 2: To prepare students for generalist practice in rural populations, particularly in North Central Louisiana.

Goal 3: To expose students to the realities of human diversity and how diversity and environmental context impacts human behavior for racial and ethnic minorities.

Goal 4: To prepare students to be informed consumers of existing research, to engage in practice evaluation, and practice.

CSWE Accreditation

The BSW Program is fully accredited by the Council on Social Work Education (CSWE). CSWE sets guidelines and policies which all accredited BSW 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 policies 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.

Grambling State University School of Social Work has integrated the CSWE competencies within its curriculum. 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.

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 inter-professional 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, inter-professional, 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.

BSW Curriculum

The BSW curriculum consists of a total of 120 hours. Sixty two semester hours make up the liberal arts base, or general education courses. The professional sequence of courses make up the remaining hours. Students must take courses in sequence in order to stay on track and graduate within the designated time period. **Students must make a “C” and above in each course. If not, the course will need to be retaken.** Maintaining consistent contact with your academic advisor, and instructors will likely increase your retention in the program, and assist in your learning process.

The BSW curriculum provides the knowledge, skills, and values needed to transition from student to professional. The nine core competencies listed above are reflected throughout the curriculum. After all course requirements have been met, students complete a block field placement and must demonstrate efficiency in the nine core competencies.

BSW Plan of Study

Freshman Year- 32 hours

First Year Experience 101 & 102 (2 hours)
English, ENG 101 & 102 (6 hours)
Foreign Language, 6 hours in one language (6 hours)
History, HIST 101 & 104 (6 hours) or History 201 & 202
Mathematics, MATH 131 & MATH 132 OR MATH 147 & 148 (6 hours)
Biology 103 and 104 (6 hours)

Sophomore Year- 30 hours

Anthropology, SOC 200 or SOC 203 Social Problems (3 hours)
Political Science 201 (3 hours)
Psychology 200 (3 hours)
Thea 212 Public Speaking
Economics, ECON 201 (3 hours)
Literature, ENG 200 or 201 or 203 or 205 (3 hours)
Fine and Performing Arts, ART 105 or 219 or THEA 100 (3 hours)
Physical Science, SCI 105 or Chemistry 101 (3 hours)
Sociology 200 (3 hours)
Social Work 200 (3 hours)

Junior Year- 30 hours

General Elective (3 hours)
Social Work 301, Interviewing and Communication Skills (3 hours)
Social Work 304, Elementary Statistics (3 hours)
Social Work 305 & 306, Social Welfare Policy 1 & 2 (6 hours)
Social Work 400 & 401, Human Behavior in the Social Environment 1 & 2 (6 hours)

Social Work 402 Social Work Practice (3 hours)
Psychology 302 or 304 or 210 Theories of Personalities, Abnormal Psychology (3 hours)
Social Work 420, Introduction to Research (3 hours)

Senior Year- 28 hours

Social Work 403, Social Work Practice 2 (3 hours)
Social Work 405, Cultural Diversity (3 hours)
Social Work 414, Field Instruction Seminar (2 hours)
Social Work 417, Field Instruction (8 hours)
Social Work 418, Integrative Seminar (3 hours)
Social Work Electives (9 hours)

Total Hours 120

BSW School of Social Work Course Descriptions

SOCIAL WORK (SW)

SW 200 3 hours

Introduction to Social Work introduces students to the profession of social work. Students examine the knowledge base, skills, and values of social work. The history of social welfare and the fields of practice are reviewed. A volunteer field experience is required which allows students to test their aptitude for the profession.

SW 301 3 hours

Interviewing and Communication skills introduces students to the process of interviewing and history taking. Students must demonstrate an ability to utilize interviewing and documenting skills in helping relationships with individuals and or families.
Prerequisite: Formal admission into the social work program.

SW 304 3 hours

Elementary Statistics introduces students to descriptive and rudimentary inferential statistics. Students are expected to use the contents of this course in describing research findings in a subsequent course.

SW 305 3 hours

Social Welfare Policy I introduces students to social welfare legislation and polices, programs and services that flow from such legislation. Students analyze social welfare policy within the context of the social and political milieu.

SW 306 3 hours

Social Welfare Policy II introduces students to the study of vulnerable populations. Students analyze the nature of such social constructs a race, racism and ethnicity and explore social justice issues.

SW 307 3 hours (Elective Course)

Child Welfare provides basic information on identifying children's needs and protecting their welfare. Students acquire information on programs, services, and laws which promote and protect children's well-being. The course emphasizes knowledge and skills for assessment and intervention.

SW 311 3 hours (Elective Course)

Social Work with Aging uses a system's perspective to study the biological, psychological and social dimensions of aging and trends in public policy. With this knowledge students are taught skills for practice with the elderly.

SW 312 3 hours (Elective Course)

Protective Services in Child Welfare focuses on the effects of physical, sexual, and emotional abuse on children; causes and consequences of neglect; approaches to the prevention of child abuse and neglect, permanency planning, foster care, adoption, and institutional services, family preservation, and related topics.

SW 313 3 hours (Elective Course)

Child Welfare and the Law focuses on the legal authority for child welfare programs, juvenile and family court, testifying in court, important court decisions in child welfare, review of the Louisiana Children's Code, and related topics.

SW 327 3 hours (Elective Course)

Behavior Health and Generalist Social Work Practice offers students foundational knowledge in behavioral Health. This course offers an understanding of concepts associated with social work practice with persons who are faced with the challenges of behavior health disorders.

SW 399 3 hours

Independent Study provides an opportunity to explore areas of personal interest with faculty with expertise in the area. Students must be capable of independent work, have a faculty sponsor, and obtain approval of the dean.

SW 400 3 hours

Human Behavior in the Social Environment I offers the first course of a two semester course on the reciprocal relationship between human behavior and the social environment. Focuses on the biological, psychological and sociological determinants of human behavior and how behavior influences the social environment and vice versa. Human growth and development traced from conception through early adolescence. The organizing framework for the course is ecological. Prerequisites: BIOL 103, PSY 200, SOC 201, and SW 200.

SW 401 3 hours

Human Behavior in the Social Environment II continues the human behavior sequence by tracing human growth and development from later adolescence to the final stage of the life cycle. Prerequisites: SW 400.

SW 402 3 hours

Social Work Practice Methods I provides knowledge and skills for generalist practice with individuals and families. Students are taught the fundamentals of the problem solving model of intervention.

Prerequisite: SW 400.

SW 403 3 hours

Social Work Practice Methods II enhances understanding of generalist social work practice by focusing on group process. Students examine theories related to groups, acquire depth in group dynamics and apply the problem solving model to problem resolution through group process.

Prerequisite: SW 402.

SW 404 3 hours (Elective Course)

Social Work with African American and Rural Families is designed to give students the opportunity to gain knowledge of practice with African American and rural families when engaged in the problem solving process within the family's environment and/or within the agency environment. This course provides applicable theory and concepts for students to articulate knowledge of characteristics, sensitivities, and social barriers experienced by African American and rural families. It affords students the opportunity to cite and apply significant theories explaining human behavior, person-in-environment, personality development, physical development, human diversity, social dysfunction, and emotional and behavioral disorders as a result of

SW 405 3 hours

Cultural Diversity focuses on the knowledge base for understanding ethnic groups and developing skills for effective social work practice with culturally diverse populations.

SW 420 3 hours

Intro to Research provides procedures for engaging in research. An overview of the scientific process, role of research in social work practice, ethical issues in research, and details of the research cycle from problem conceptualization to research design and data analysis are provided. Students gain hands on experience with statistical programs.

SW 414 2 hours

Field Instruction Seminar/Professional Conduct and Ethics assists students in field work to systematically conceptualize and integrate the field experience with the generalist social work practice model. The seminar builds on and reemphasizes foundation content. Seminar discussion focuses on shared field work experience: professional conduct and attire, social work ethics, professionalism, intervention strategies, and field instruction documentation.

SW 417 8 hours

Field Instruction is a block supervised field instruction experience in an approved social work agency which focuses on the development of beginning competency in the application of theory and skills acquired in the professional foundation courses. Professional behavior, demonstration of social work ethics, use of the problem solving method, practical application of interviewing and recording skills, use of community resources and knowledge of the agency's fit in the

human service delivery system are highlights of this course. Students spend four days per week in practicum during the semester.

SW 418 3 hours

Integrative Seminar provides the opportunity for students to reflect on the application of theory and classroom learning while adapting professional attitudes and behaviors. The seminar offers a safe environment for students to process expected field experiences and their compatibility with the social work profession. Students will be expected to engage in in-depth self-examination, be open to new ideas and input from others, and continually evaluate their own knowledge, values, and skill level. Students will receive systematic feedback to help them critically assess their own development as a social work professional.

Social Work Field Education

Students are required to complete a minimum of 400 clock hours of field instruction. The BSW block field internship model takes place in one semester during the senior year of the BSW program. Students are placed in a field internship setting 4 days per week (Tuesday – Friday), from 8:00-4:30 across a fifteen-week period for a total of 450 hrs. 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. 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.

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. 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.

As a general practice BSW students are not placed in agencies in which they are employed. However, in unusual situations consideration will be given to a work-site placement. In order to protect the educational integrity of the practicum, it is necessary that strict conditions be met and that requests are decided on a case by case basis by the field director and faculty. Placements which may be approved under this exception to normal procedures will be monitored closely by the assigned faculty liaison and field director.

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

Service Learning

Another major component is a service learning requirement. All students must complete 160 hours of service learning that have been approved by the Director of Service Learning. Some courses that have been designated as service learning courses are English 101 & 102, First Year

Experience 101 & 102, History 101 & 104, Mathematics 147 & 148, and Social Science 101. A student in one of these courses can earn 20 service learning hours. The maximum number of service learning hours that can be earned this way is 80. The other 80 hours are earned by engaging in projects approved by the Director of Service Learning. Students are encouraged to consult with their advisors and the Director of Service Learning early in their matriculation about opportunities for service.

BSW Admission

The faculty and staff of the School of Social Work believe that educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW students admitted to the School of Social Work follow a pathway of development from student to social worker through advisement and mentoring. Students are encouraged to and participate fully in all activities of the School including faculty and staff meetings, the Advisory Board, etc. They participate in formulating and modifying policies affecting academic and nonacademic affairs.

Application for formal admission to the professional undergraduate program in the School of Social Work can begin after the completion of 60 semester hours (end of sophomore year) of course work. Students with less than 60 hours are considered Pre-Social Work students and must complete a pre-social work application. (Please see the School of Social Work Pre-Social Work Application and the Undergraduate Application below) Admission requirements to the BSW Program include:

- Completion of a School of Social Work Undergraduate Admission's Application
- A minimum of a 2.3 cumulative grade point average. If grade point average is below 2.3 the student may be admitted after interview with School of Social Work BSW Admissions Committee on a conditional basis.
- A grade of "C" or better in SW 200.
- A 500 word, typed narrative on "Why I Want to Become a Social Worker."
- Personal Characteristics that are aligned with Social Work Values and Ethics as determined by an evaluation (through application, narrative or interview).
- Signed code of ethical behavior statement and be in good nonacademic standing within the university.
- The student's application and transcripts are reviewed by the BSW Program Admissions Committee. The above criteria are the basis of formal admission to the program.
- To remain in the program in good academic standing, students must maintain an overall GPA of 2.3, and a social work GPA of 2.5

**GRAMBLING STATE UNIVERSITY
COLLEGE OF PROFESSIONAL STUDIES**

School of Social Work

GSU Campus Box 4274 ~ Grambling, LA 71245 ~ (318) 274-3304 ~ www.gram.edu

Undergraduate Pre-Social Work Application

PLEASE TYPE OR PRINT LEDGABLE ALL SECTIONS

NAME: _____ **DATE:** _____
Last First Middle

GSU ID Number: _____ **Gender:** () Female () Male **DOB:** _____

Classification: () Freshmen () Sophomore () Transfer

If you transferred from another university, give name: _____

Number of Hours Requesting to be transferred: _____

Ethnicity: (Statistical Purposes Only)

() African American () Caucasian () Hispanic () American Indian/Alaskan Native
() Asian or Pacific Islander () Other

LOCAL ADDRESS:

No. & Street Address City Parish/County State Zip Code

Telephone Number: () _____

*****Email:** _____

PERMANENT ADDRESS IF DIFFERENT FROM LOCAL:

No. & Street Address City Parish/County State Zip Code

Telephone No.: () _____ Cell No.: () _____

IN CASE OF EMERGENCY, CONTACT:

Name Address: Telephone No. Relationship

Telephone No: _____ Cell Phone:

IN CASE OF AN EMERGENCY, CONTACT:

Name: _____ Relationship to you: _____

Number and Street _____ City _____ Parish _____
State _____ Zip Code _____

Telephone No: _____ Cell Phone: _____
Classification: o Sophomore o Junior o Senior _____

Transferred from other Major or University o Yes o No

If yes, list other Major or University

Name of College/University _____ City _____ State _____
Zip Code _____

Please list any Honors or Distinguished Service Awards Received:

Please list any Memberships in Organizations:

Do you hold an Office in an Organization? o Yes o No

If yes, what office(s) Please list:

Please list any Volunteer Experiences:

Name of Agency _____ Date _____ Number of Hours ____

Write a brief description of the agency and the work that you performed:

Identify or describe the knowledge and skills you gained from the experience:

How did you learn about Grambling State University School of Social Work Program?

Friends School Counselor Graduate Study Family _____
Other

(Specify)

After graduation do you plan to: Seek employment in your chosen field: Yes No Graduate School

If graduate school, what field: _____

Have you been convicted of a felony upon a plea or verdict of guilty or following a **plea of nolo contendere?**

Yes _____ No _____

(If the answer is yes you will be contacted by a representative of the School)

Within the past (5) years, have you habitually used or been diagnosed as addicted to drugs or alcohol?

Yes _____ No _____

If yes, please explain:

The Application material that I am submitting to the School of Social Work Undergraduate Program is correct and factual to the best of my knowledge.

Applicant's Signature: _____

Date:

**ALL INFORMATION CONTAINED IN THIS APPLICATION WILL BE KEPT
CONFIDENTIAL**

SECTION II

Please submit an Essay on:

“Why I Chose Social Work as a Major”

The essay should be typed and doubled spaced consisting of at least 500 words minimum

A Constituent Member of the University of Louisiana System • Accredited by the Southern Association of Colleges and Schools

An Equal Opportunity Employer and Educator • Facilities Assessable to the Disabled

SECTION III

SPECIAL NOTE:

Disability: Reasonable Accommodations are available to Students with disabilities. For further information, you should contact the GSU Comprehensive Counseling Center at (318) 274-3288, before classes begin.

.....
Please read the Code of Ethical Conduct For Social Work Majors Below and Sign stating that you agree to abide with the following Principles:

Excerpts from NASW Code of Ethics and Code of Ethics for Radical Social Service Workers

I will strive to maintain high standards of personal conduct in all my actions.

I accept responsibility for becoming and remaining proficient in the performance of my professional functions.

I recognize my responsibility to add my ideas and findings to our society’s knowledge and practice.

I will engage in study and research that are guided by the conventions of scholarly inquiry.

I will treat the findings, views, and actions of colleagues with the respect due them.

I accept my responsibility to protect the community against unethical practice by any individual or organization in society.

I will respect the dignity of the individual in all social relationships.

I will base my relations with others on their qualities as individual human beings without distinction as to race, creed, color, economic, social status, gender or sexual orientation.

I will work to achieve the kind of work in which all people are able to realize their maximum potential.

I recognize that my greatest gift to other persons may be the opportunity to develop and exercise their own capacities.

I shall not invade the personal affairs of other persons without their consent, except when I must act to prevent them from injuring themselves or others.

I believe that individual's greatest pride and contribution may lie in the ways in which they differ from me and others, rather than in the ways in which they conform to the crowd.

I shall accept these differences and endeavor to build a useful relationship upon them.

I shall base my opinion of others upon a genuine attempt to understand the person in the situation context.

Recognizing that an essential ingredient to understanding others in self-understanding, **I shall** constantly seek a deeper understanding and control of myself and of my own attitude and prejudices which may affect my relationships.

Student Signature: _____ **Date:** _____

BSW ADMISSIONS PROCESS

Students admitted to the BSW Program typically follow one of three paths:

Criteria: Admission to the University.

Path 1: Students admitted as freshmen are considered pre-majors and should:

- Come to the department for academic advisement starting their freshman year.
- Check-in with the BSW Administrative Staff Person in Room 311 Adams Hall to receive an admission packet.
- Complete and return all documents requested in a timely manner.
- Meet with BSW Program Coordinator or designee for initial advisement.
- Receive a letter of Acceptance.
- Go to the BSW Office, Room 310 and check the advisee list to determine who your assigned advisor is. If your name is not on the list, check with administrative assistant.
- Meet with their advisor for academic advisement at least once per semester, especially during preregistration and/or registration. Be sure to bring paper and something to write with.
- Follow the liberal arts program and Plan of Study.
- Register for and pass the Rising Junior Exam during or before the end of the sophomore year.
- Complete the application for formal admission to the BSW Program. If successful, receive a letter of acceptance to the BSW Program.

Path 2: Admission as a transfer from another major within the university should:

Criteria: Must have 2.3 GPA, and be in good non-academic standing within the university

Process:

- Initiate the Change of Major Form in the old major.
- Meet with the Associate Dean of the School of Social Work.
- Acquire signature of the Dean of the College of Professional Studies
- Take the Change of Major Form to the Registrar's Office.
- Collect, complete and return the application for admission.
- Application is reviewed and acted upon by the BSW Admissions Committee, and if admitted.
- Meet with the BSW Program Coordinator for initial advisement
- The student receives a Letter of Acceptance from the Office of the BSW Program Coordinator, indicating their assigned faculty advisor.
- Student attends the next scheduled New Student Orientation.

Path 3: Admission as a transfer student from another university should:

Criteria: Overall GPA of 2.3 and in good non-academic standing with previous university

Process:

- Apply for and be admitted to Grambling State University
- Go to the BSW Program Office and collect an application for admission to Social Work Room 311 Adams Hall)
- Complete and return all application materials to the BSW Administrative Staff Person (Room 311 Adams Hall).
- The application is reviewed and acted upon by the BSW Admissions Committee, if admitted.
- The Student will meet with the BSW Program Coordinator for initial advisement.
- The student receives a Letter of Acceptance from the Office of the BSW Program Coordinator, indicating their assigned faculty advisor.

Transfer Students

Students who transfer from other schools of social work currently accredited by the Council on Social Work Education may be granted credit for social work courses taken at their previous institutions. Social Work student must receive a “B” grade or above in the course for credit hours to transfer courses numbered 300 or above. *The BSW Program does not grant credit for life experience.*

Students must initiate the process by requesting transfer credits and providing a course syllabus for the courses under consideration. The request is reviewed by the BSW Program Director and a recommendation is made to the Associate Dean. The Associate Dean makes final decisions about transfer of credits.

Academic Advisement

Academic Advising Defined

Grambling State University’s definition of 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 School of Social Work fully ascribes to the university’s definition of academic advising.

School of Social Work Goals of Academic Advising

- Assist all BSW students in developing an educational plan that helps them achieve their life/career goals in the field of social work
- Assist students in monitoring and evaluating their progress towards established goals

- Assists students in obtaining services from other campus and/or community agencies when necessary
- Facilitate and coordinate student communication with campus and community stakeholders through effective networking

BSW Advisor Roles/Responsibilities

The responsibilities of an advisor in the School of Social Work are not limited to assisting the student with selection of courses. The advisor takes a holistic approach and encourages the students to think about short and long-term goals associated with course study matriculation. The following items are advisor roles and responsibilities within the School of Social Work.

- Help students define and develop educational career goals.
- Assist students in monitoring progress toward educational/career goals.
- Discuss linkages and relationship between instructional program, career, and further educational pursuits, when appropriate.
- Inform students of the nature of the advisor/student relationship
- Obtain written administrative approval prior to making course substitutions.
- Refer students to other sources when educational, attitudinal, attendance, financial, employment, or other personal issues require the service of other professionals.
- Schedule and meet with each advisee at least twice in a semester. Scheduling is the responsibility of the advisee.
- Interpret and provide rationale for academic policies, procedures, and requirements
- Provide advisement beyond traditional office hours and online to accommodate nontraditional students
- Maintain a list of students advised utilizing the Advisor/Advisee Record Sheet

BSW Advisee Roles/Responsibilities

The advisee plays a critical role in the success of the Advisement Process. Advisors should make advisees aware of their responsibilities. The following items are advisee responsibilities:

- Adhere to academic advising contract
- Demonstrate ownership in the advising process by obtaining knowledge about requirement and policies.
- Complete the pre-social work application, and professional program admittance requirement as specified by Advisor
- Consult with advisor before taking courses off-site or online
- Complete rising junior exam at the completion of 45 credit hours
- Maintain an updated Advising Contract, Plan of Study, and Advisement of Graduation in academic file upon completion with advisor and as directed by advisor
- Consult with advisor about deficient grades

- Exhibit responsible behavior by; being an active listener, providing contact data to advisor, keeping scheduled appointment, and by being receptive to professional guidance
- Read & abide by rules and regulations listed in the catalog

Academic Advising Contracts

The Academic Advising Contract is a critical document. Students are strongly encouraged to maintain contact with their faculty academic advisor. The student will be notified of his/her academic advisor by the list posted outside the BSW program office door. While students should understand that their academic progress is primarily their own responsibility, they should also understand that their academic advisor is a key resource in this endeavor. The student is required to meet with their academic advisor at least once per semester. The advisor serves the student as a consultant in personal, professional and academic matters. The program utilizes electronic mail during fall and spring early registration periods to contact students concerning registration. Students are then expected to schedule times to meet with academic advisor for registration for the upcoming semester.

Course Substitutions

The advisor makes recommendations for course substitutions to the department head. Recommendations should be made in a timely manner. They must be made prior to a student taking a course. Substitutions are appropriate when the courses have similar content (80% or more of the content is the same). If the department head agrees with a recommendation, the recommendation is submitted to the Associate Dean for her approval. Recommendations for course substitutions should be approved prior to registration and should not be entered on the plan of student until the Dean has approved the request.

Grading System

Student performance within the School of Social Work at Grambling State University is evaluated based on a wide array of academic objectives inclusive of:

- Verbal Presentation
- Written Work, inclusive of, but not limited to, literature reviews, essays, bibliographies, research papers, summaries, special reports, etc.
- Examinations
- Class Participation
- Role Play Exercise
- Community Based Activities /Reflection Activities
- Competence in the Field Practicum

Letter Grade	Description	Quality Points Per Credit Hour
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

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 carriers. 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 noncredit courses only. Courses so credited will be used in computing the grade point average.

The grade of "I" (incomplete means that some 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 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 students 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 the grade of “W” after the dealing. 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 in which course requirements are not 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 been recommended for graduation. All IP Grades should be changed 60 days after the end of the semester in which the IP was awarded. At that 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, inclusive of the BSW and MSW field practicum. When all work is completed, a Grade Change Form must be processed.

Applicable BSW Policies/Procedures, including Grievance Policies and Procedures

Student Load

Undergraduate students are classified full-time if they schedule twelve (12) or more semester hours for credit. However, a normal load is eighteen (18) hours per semester. A student may take in excess of (18) hours per semester, but not more than twenty-one (21) hours provided that the student has a cumulative grade point average of at least 3.00 and the written approval of the Associate Dean of the School of Social Work. Six (6) semester hours constitute full-time status for a summer session. A BSW student may take in excess of six (6) hours per summer session, but not more than (9) hours provided that the student has the written approval of the appropriate college dean. BSW students enrolled concurrently at Grambling State University and another college or University may receive credit for no more than the maximum allowable Grambling State University load for any given semester or summer term.

Academic Status Policy

In accordance with university policy, there are three categories of academic status for BSW students: academic good standing (eligible to be enrolled); academic probation (eligible to be enrolled) and academic suspension (not eligible to be enrolled). A BSW student’s academic status is determined at the end of each semester and summer session. Although BSW students will usually receive an official notification of academic status with their grades, such notice is not a prerequisite to students being placed on academic probation or suspension. The BSW students have the responsibility to know their academic status prior to the beginning of each enrollment period.

Good Standing: A full-time BSW student who maintains a cumulative grade point average of at least 2.0 is in good standing. The University uses the cumulative GPA, rather than the adjusted GPA, to determine academic status (probation/suspension).

Academic Probation

A BSW student will be placed on academic probation whenever his/her cumulative average is below a 2.0 average. Once on academic probation, a student will remain on probation (as long as each semester or summer session's average is at least 2.0) until the cumulative GPA of 2.0 or higher is achieved. Once a cumulative GPA of 2.0 or higher is achieved, a student will be placed in academic good standing.

Academic Suspension

A BSW student on academic probation will be suspended from Grambling State University at the conclusion of any semester or summer session in which a grade point average of at least 2.0 is not obtained. A first-time freshman, admitted in good standing, will not be suspended prior to the completion of two semesters of enrollment. Registration will be canceled for a student who registers and is then suspended.

First Suspension: The first period of suspension is normally for one regular semester. A student who has been suspended for academic reasons must submit a written appeal in order to be readmitted. Readmission is not automatic, and the student must provide evidence that his/her academic performance will be better if readmission is granted.

A student suspended from the University for the first time at the end of the spring semester may attend the summer session without appeal. If the cumulative GPA is raised to 2.0 or higher, the student is placed in academic good standing and the suspension period is lifted. The student may then attend the fall semester without appeal. If the cumulative GPA is not raised to a 2.0 or higher in the summer session, the suspension for the fall semester will remain in effect. In this case, only one suspension is counted against the student.

Second or Subsequent Suspension: A BSW student suspended from the University for a second or subsequent time at the end of the spring semester may also attend summer school. To be readmitted to any semester other than the summer session, he/she must appeal.

Second or subsequent suspensions shall be for one calendar year. The BSW student may then apply for readmission, which may be granted, delayed, or denied. Readmission is dependent on the evidence that the student is able to provide that his/her academic performance will meet the minimum criterion of a 2.00 grade point average.

According to GSU Policy, an undergraduate student suspended from a System university may not enroll in another university within the System for at least one calendar year, but may enroll in a community college. To ensure minimal or no loss of credits upon return to the university, it is recommended that the student consult with his/her university advisor regarding the choice of courses to be taken at the community college. Credits earned under these conditions may be accepted for a degree at the suspending institution provided grades of "C" or higher are earned in each of the courses to be transferred.

While on suspension, only credits earned during the summer sessions will be considered by Grambling State University for credit. BSW students who plan to take courses during the

summer at a community college must consult their academic advisors about the courses that they intend to take.

Transfer students who have been suspended from other systems may appeal to enroll at a University of Louisiana institution during the academic suspension period only if they have a 2.0 cumulative average. Appeals may be granted or denied.

Appeals: If a BSW student is on academic suspension due to extenuating circumstances, he/she may send a written appeal for immediate reinstatement to his/her academic dean. If the dean accepts the appeal, the academic dean recommends reinstatement to the Vice President for Academic Affairs, who renders a final decision. If reinstatement is approved or denied, the Vice President for Academic Affairs instructs the Office of Admissions to inform the student.

Supporting documents for the extenuating circumstances must be sent along with the letter of appeal. Gaining readmission by appeal does not remove the suspension from the academic records.

Academic Renewal

Undergraduate students may, at the time of application for admission or readmission to the University, file for academic renewal in the Registrar's Office if they have not been enrolled in any college or university for a period of three calendar years immediately preceding their enrollment at Grambling. No courses that have previously been taken, whether passed or failed, will be counted in the student's grade point average or toward graduation. However, the courses and grades will remain on the student's scholastic records and transcripts. The grade point average for determining graduation honors will include all grades on the undergraduate record. Students are cautioned that many undergraduate professional curricula and most graduate and professional schools compute the undergraduate grade point average on all hours attempted when considering applications for admission. Grambling State University may choose to accept or not accept, in transfer, academic renewal granted at another institution. Academic renewal can be granted only once, regardless of the institutions attended.

Procedure for Appealing a Grade

It is an important part of the teaching responsibility of the faculty of the School of Social Work 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 BSW 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 BSW 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 with the form to the department head. The form must be approved by the department head and

the dean of the college in which the course was offered. The form may be rejected with explanation at any stage in the approval process. If the grade change is approved by the college dean, the form and supporting documentation will be submitted by the dean to the Vice President for Academic Affairs for final approval. Once the Vice President for Academic Affairs approves the grade change the instructor will be notified by the Office of the Vice President. The instructor will pick up an 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 explanations. Explanations for rejection at any stage of the process will be shared by the party making the rejection with all persons involved in the process.

2. If the BSW 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 BSW 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 BSW 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 findings 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. BSW candidates for degrees should immediately notify their academic advisors of decisions made in response to their respective appeals.

Academic Dishonesty

The School of Social Work complies fully with University policies regarding Academic Dishonesty.

The university functions best when its members treat one another with honesty, fairness, respect, and trust. Students should realize that deception for individual gain is an offense against the members of the entire community and the NASW Code of Ethics 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 student academic dishonesty.

Examples of Academic Dishonesty

1. 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 material produced by someone else; 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.

2. **Plagiarism:** taking the words 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).
3. **Other forms:** providing material to another person with knowledge it will be improperly used, possessing another student's work without permission, selling or purchasing materials for class assignments, 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.

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 seek an excused late entrance.

Class Schedule Adjustments (Drops and Adds)

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

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)

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.

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 evens 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 reasonably 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

Classroom misconduct policy

When a student's behavior in class is **as seriously** disruptive as to compel immediate action, the instructor has authority to remove a student from the class on an interim basis, pending an informal hearing addressing the behavior. A student who has been removed from a class on an interim basis is entitled to an informal hearing before the head of the department offering the course within three working days of the removal. The department head may either: a.) Approve an agreement of expectations between the student and the instructor and reinstate the student to the class; or b.) Extend the removal of the student from the class and refer the case to the Office of Student Judicial Affairs for adjudication. (A copy of all material shall be forwarded to the instructor's academic dean, the student's academic dean and to the Office of Student Judicial Affairs). 2. When a student's action is **not as serious** as to require immediate removal from the class, the following steps shall be followed: a. The instructor for the class shall inform the student that his/her behavior has been inappropriate; b. The instructor shall describe to the student specific needed changes in the student's behavior; c) The student will be provided an opportunity to modify his/her behavior in accordance with the changes identified in writing, inclusive of a summary of his/her discussion with the student, and the instructor will retain a file copy of the summary; d.) If a student believes an instructor's expectations are unreasonable, he/she may confer with the instructor's department head about the matter. The department head may choose to support the guidelines developed by the instructor, or he or she may work with the instructor to develop a modified set of expectations. If there are changes in the instructor's original set of expectations, a signed and dated copy will be provided by the department head to both the student and the instructor; and e.) If a student's behavior continues to be unacceptable, the department head may initiate additional discussion with the instructor and/or the student. If the department head concurs with the instructor's view that the problem has not been resolved, the situation may be referred to the Office of Student Judicial Affairs. A memorandum describing the student's behavior, as well as a copy of the written summary and any other related material shall be forwarded to the Office of Student Judicial Affairs. (A copy of all material shall be forwarded to the instructor's academic dean, student's academic dean and the Office of Student Judicial Affairs.)

CAMPUS SERVICES AND RESOURCES

A.C. Lewis Memorial Library

A.C. Lewis Memorial Library is temporarily located on the 2nd 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 policy 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 criminals, 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.

SOCIAL WORK ORGANIZATIONS

BSW Student Organization

The BSW student organization is the primary organization social work students become members of. It is designed to provide social work students with various opportunities to become involved in activities that improve the local community and make them aware of their responsibility as social workers. The organization also provides students with opportunities outside of the classroom setting to develop social work practice skills. Membership by all social work students is strongly encouraged by the faculty; however, students from other majors are also accepted.

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.

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

- A. Completed 9 hours of undergraduate social work courses
- B. Achieved a minimum GPA of 3.0 cumulative and 3.2 GPA in social work courses
- 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. 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 contained within 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.

Print Full Name (Printed)

Signature and Date

Appendix C



School of Social Work

BSW Student Handbook Policy Statement

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

1. I agree to read the BSW Handbook.
2. I agree to abide by all policies and regulations stipulated in the BSW 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/>

Student Name (Printed)

Student Signature/Date