

Delaware State University

Department of Social Work

BSW PROGRAM STUDENT HANDBOOK 2018-2021

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Preface

Official University Facts

STATISTICAL INFORMATION

The Office of Institutional Research, Planning and Analysis maintains statistical information on the University's student body, employees, freshman admissions, enrollment, graduation, and accreditations in the University Fact Book at <https://www.desu.edu/about/administration/institutional-research-planning-analytics/fact-book-2016-17>

MISSION STATEMENT

Delaware State University is a public, comprehensive, 1890 land-grant institution that offers access and opportunity to diverse populations from Delaware, the nation, and the world. Building on its heritage as a historically black college, the University purposefully integrates the higher standards of excellence in teaching, research, and service in its baccalaureate, masters and doctoral programs. Its commitment to advance science, technology, liberal arts, and the professions produces capable and productive leaders who contribute to the sustainability and economic development of the global community.

VISION STATEMENT

As one of America's most highly respected Historically Black Colleges and Universities, Delaware State University will be renowned for a standard of academic excellence that prepares our graduates to become the first choice of employers in a global market and invigorates the economy and the culture of Delaware and the Mid-Atlantic Region.

CORE VALUES

Community
Integrity
Diversity
Scholarship
Outreach

BOARD OF TRUSTEES

Visit: www.desu.edu/about/administration/board-trustees.

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INTRODUCTION

Purpose of the Student Handbook

The *BSW Program Handbook, 2018-2019* describes the BSW program, explains the BSW curriculum, and provides a description of related policies and procedures pertaining to the Department of Social Work and the BSW program. The handbook serves as a supplement to the *Division of Student Affairs, Judicial Student Handbook* at <https://www.desu.edu/sites/flagship/files/document/21/student-judicial-handbook.pdf>, and the *Undergraduate Catalogue 2018-2019* at https://www.desu.edu/sites/flagship/files/document/16/spring_2019.pdf

The policies and procedures in the handbook are not to be regarded as an irrevocable contract between the student and Delaware State University. The University reserves the right to revise any provision or regulation at any time within the student's term of enrollment if it is deemed advisable. Advance notice of any changes is provided whenever possible.

Students are required to adhere to the policies stated in the *Undergraduate Catalog*, and the *Judicial Student Handbook*, <https://www.desu.edu/sites/flagship/files/document/21/student-judicial-handbook.pdf> and in supplemental statements and documents that may be distributed at any time during the academic year.

Faculty advisors function as a link between the student and curriculum and procedures of both the Department of Social Work and Delaware State University. Students are encouraged to discuss questions regarding the material in this handbook with their faculty advisor or the BSW Program Director.

History of Delaware State University

On May 15, 1891, the 58th General Assembly of the State of Delaware passed "An Act to Establish and Maintain a College for the Education of Colored Students in Agriculture and Mechanic Arts" by virtue of the Second Morrill Act of 1890. The Morrill Act of 1890 provided a permanent annual endowment of \$25,000 for each land-grant college established under the Morrill Act of 1862 and allowed a portion of the federal appropriation to be used for the endowment, support, and maintenance of land-grant colleges for Negro youths in states that maintained separate educational facilities. This legislation provided for the establishment of the State College for Colored Students, which has become Delaware State University.

As a result of an intensive construction program inaugurated in 1960, Delaware State University has since developed into a 400-acre complex encompassing modern buildings and facilities. The University provides special services to the State of Delaware and neighboring states on an extended and increasing basis without regard to race, creed, color, age, gender, or physical abilities. The institution has undergone two name changes since its inception. The name was changed to Delaware State College in 1947 and

Delaware State University in 1993. DSU is the only state-assisted Historically Black College or University (HBCU) in the state of Delaware. Currently, DSU has an enrollment of approximately 4,178 students. These individuals collectively reflect diversity as manifested in the state of Delaware and in the world.

Accreditation

The Middle States Commission on Higher Education and the Delaware State Board of Education accredit Delaware State University, which is chartered by the State of Delaware. The Social Work Programs at Delaware State University have been in continuous accreditation with the Council for Social Work Education (CSWE) since the original affirmation.

The Campus and Facilities

The Department of Social Work offers classes at three locations. These are the main campus in Dover, Delaware, and the Wilmington and Georgetown, Delaware locations. The BSW program is located at the Dover and Georgetown locations. BSW classes are offered at the Dover campus and in Georgetown, on the campus of Delaware Technical Community College.

Dover Campus – The Department of Social Work is located on the second floor of the Price Building. The majority of BSW classes are held in this building. The Department's central office, as well as the Department's Chairperson's office, are also located in this building, in Room 205. The department's main numbers are (302) 857-6770 and (302) 857-6771. The department's fax number is (302) 857-6794.

Georgetown Location – The Georgetown facility is located on the campus of Delaware Technical and Community College. The classes and administrative staff are located in the William A. Carter Partnership Center. The address is P.O. Box 660, Georgetown, DE 1994 302-500-70.

DEPARTMENT OF SOCIAL WORK: Mission, Purpose, and Underpinnings

Mission Statement

The mission of the Department of Social Work is to prepare ethically and culturally competent generalist and advanced generalist social work professionals who provide pragmatic leadership in implementing prevention and intervention services to diverse client systems and who advocate for social and economic justice in practice, policy, and research in a global society.

Purpose

The Department of Social Work provides the profession with social workers who fully comprehend and have internalized social work's core values, including, but not limited to, service, social justice, dignity, and ethics, and who are capable of employing the latest evidence-based research findings to intervene with and on behalf of individuals, families, groups, communities, and organizations. The Department prepares competent practitioners who have the knowledge, skills, and values to assume leadership roles on the micro, mezzo, and macro levels. These leaders develop and improve services to clients and advocate for policies and programs that enhance the quality of life for all people.

Underpinnings

The Department of Social Work has adopted five constructs that underpin and support its mission and purpose and powerfully inform the department's explicit and implicit curricula. These perspectives, itemized below, also are included on the Department's website [at https://chbs.desu.edu/departments/social-work](https://chbs.desu.edu/departments/social-work).

1. **A Black Perspective for Social Work Practice** – “A prototype for understanding the unique experiences and world views associated with being of African genetic origin in the United States that can be used in practice with other oppressed clients.”
2. **Strengths Perspective** – “Internal or external features and assets that, if identified, mobilized or enhanced may be used by a client system to achieve positive change.”
3. **Empowerment Perspective** – “The process the social worker applies in order to help individuals, families, groups, organizations, and communities obtain power so that they gain greater control over their well-being presently and in the future.”
4. **Rural Perspective** – “The understanding that people who are nurtured and live in rural communities have unique folkways and mores that shape some of their expectations and behaviors differently than people from other milieus.”

5. **Global Perspective** – “An approach to helping that embraces the commonalities and differences that exist personally, communally, culturally and religiously that all citizens in the world share regardless of their place of birth or citizenship.”

THE GOALS OF THE BSW PROGRAM

The BSW program has developed six goals that are derived from its mission and reflect the social work profession’s purpose and core values and the context of the program. The goals are as follow:

Goal 1 To prepare students to practice as entry-level generalist social workers using the person in environment framework.

Goal 2 To graduate students who employ empowerment-oriented and strengths-based frameworks to promote human and social wellbeing within the context of a diverse (Black) perspective and for the changing demographics of a global society.

Goal 3 To graduate students who engage in practice-informed research and research-informed practice to generate data that will be used to evaluate the effectiveness of interventions with individuals, families, groups, organizations, and communities.

Goal 4 To prepare students to use critical thinking in order to employ a range of prevention and intervention methods to the service delivery of the diverse clients they serve.

Goal 5 To prepare students who understand the contexts that shape practice, Delaware’s rural populations, and who possess ethical principles with a level of awareness and sensitivity, that will enable them to practice with culturally diverse populations on the micro, mezzo, and macro levels.

Goal 6 To graduate students who advocate for human rights and social and economic justice with a commitment to engaging in activities aimed at ensuring that the basic needs of all people are met, nationally and globally.

These goals are operationalized through nine (9) core competencies and behaviors which are as follows:

Council of Social Work Education 2015 Educational Policy and Accreditation Standards

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

	1b.	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
	1c.	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
	1d.	Use technology ethically and appropriately to facilitate practice outcomes.
	1e.	Use supervision and consultation to guide professional judgment and behavior.
2.	Engage Diversity and Difference in Practice	
	2a.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.
	2b.	Present themselves as learners and engage clients and constituencies as experts of their own experiences.
	2c.	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3	Advance Human Rights and Social, Economic, and Environmental Justice	
	3a.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
	3b.	Engage in practices that advance social, economic, and environmental justice.
4	Engage in Practice-informed Research and Research-informed Practice	
	4a.	Use practice experience and theory to inform scientific inquiry and research.
	4b.	Apply critical thinking to engage in analysis of quantitative and qualitative methods and research findings.
	4c.	Use and translate research evidence to inform and improve practice, policy, and service delivery.
5	Engage in Policy Practice	
	5a.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
	5b.	Assess how social welfare and economic policies impact the delivery of and access to social services.
	5c.	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6	Engage with Individuals, Families, Groups, Organizations, and Communities	
	6a.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
	6b.	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7	Assess Individuals, Families, Groups, Organizations, and Communities	
	7a.	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	7b.	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.
	7c.	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and

		constituencies.
	7d.	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	
	8a.	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
	8b.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
	8c.	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
	8d.	Negotiate, mediate, and advocate with and on behalf of clients and constituencies.
	8e.	Facilitate effective transitions and endings that advance mutually agreed-on goals.
9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
	9a.	Select and use appropriate methods for evaluation of outcomes.
	9b.	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
	9c.	Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
	9d.	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

The BSW Curriculum

The BSW program at Delaware State University prepares students for **entry-level** generalist practice with individuals, families, groups, organizations, and communities. Having satisfied all of the program's academic requirements, students leave the program with competencies allowing them to practice with and on behalf of Delawareans, and with clients throughout the region, across the nation and globally. Course offerings provide students with an understanding of social, economic, political, and interpersonal problems from a global perspective. Consequently, students comprehend the effects of problems, such as poverty, health disparities, racism, and oppression on populations that live in parts of the world outside the United States.

It is understood that these unique elements of the curriculum are congruent with the concepts, and intervention principles that define the framework for all professional social work practice, that is generalist practice. Therefore, students who graduate are able to generalize the knowledge, values, and skills that underlie all social work practice in different settings with diverse populations experiencing multiple, complex problems. The BSW curriculum is grounded on the Department of Social Work's five underpinnings listed above.

DELAWARE STATE UNIVERSITY COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
DEPARTMENT OF SOCIAL WORK BACCALAUREATE PROGRAM
Effective Fall 2018

Student Name:					Student ID:				
Freshman Fall Semester					Freshman Spring Semester				
Course	Course Name	Cr	Sem	Gr	Course	Course Name	Cr	Sem	Gr
ENGL 101	English Comp I	03			ENGL 102	English Composition II	03		
SCWK-191	University Seminar I	01			SCWK 192	University Seminar II	01		
MTSC 107, 108, 121	Mathematics	03				Arts/Humanities	03		
BIOL	BIOL 101, 103, 111, 107, 207, 208	03/04			MIS 100 -	*Microcomputer Applic	03		
SCCJ-201	*Intro to Sociology	03			HIST		03		
SCWK-101	Intro to Social Work	03			SCWK 201	Econ Politics & Social Welfare	03		
	Total Credits	16				Total Credits	16		
Sophomore Fall Semester					Sophomore Spring Semester				
Course	Course Name	Cr			Course	Course Name	Cr		
	Literature I	03			ENGL	Literature II	03		
	Foreign Language	03				Foreign Language	03		
SCWK 302	HBSE I	03			SCWK 303	HBSE II	03		
PSYC 201	*Intro to Gen Psychology	03				General Elective	03		
ENGL 200	Speech	03			SCWK 341	Seminar in Helping	03		
	Total Credits	15				Total Credits	15		
Junior Fall Semester					Junior Spring Semester				
Course	Course Name	Cr			Course	Course Name	Cr		
SCWK 342	Social Work Practice I	03			SCWK 441	Social Work Practice II	03		
SCWK 315	Social Welfare P&P I	03			SCWK 316	Social Welfare P&P II	03		
KINE 101	Fitness & Wellness	02			GLOB 395	Global Societies	03		
SCWK 310	Elementary Statistics	03			SCWK	Social Work Elective	03		
SCWK 413	Methods Research I	03			SCWK 414	Methods Research II	03		
	Total Credits	14				Total Credits	15		
Senior Fall Semester					Senior Spring Semester				
Course	Course Name	Cr			Course	Course Name	Cr		
SCWK 421	Issues in Soc Srv Delivery	03			SCWK 460	**Senior Seminar	03		
SCWK 450	Field Instruction I	06			SCWK 451	Field Instruction II	06		
SCWK	Social Work Elective	03			SCWK	Social Work Elective	03		
	General Elective	03				General Elective	03		
	Total Credits	15				Total Credits	15		

Total Credits: 122

Students must earn a "C" or above in all social work courses, **and** those which are bolded. (*) - Co-requisites –they are required in addition to major courses; students must earn a "C" or above. ** Capstone Course The course, "Cultural Anthropology", is recommended for one of the general electives. Social Work electives may also act as general electives. The Program's Across-the-Curriculum Guide must be consulted for requirements and/or options.

UNDERGRADUATE SOCIAL WORK CURRICULUM

The curriculum was modified by the Undergraduate faculty in the spring of 2009. Upon approval by the University's Faculty Senate in May 2009, the curriculum was implemented in the fall of 2009.

Field Instruction

Field instruction is the signature pedagogy of social work education. It provides students an opportunity to demonstrate competencies by way of the dimensions of knowledge, values, skills, and cognitive and affective reaction that are taught in the classroom in actual situations involving clients who have real-world problems. The primary objective of field instruction is to develop and refine the student's understanding and application of micro, mezzo, and macro practice skills at the generalist level social work with and on behalf of all clients, which include individuals, families, groups, organizations, and communities.

Students enrolled in field practicum courses must be enrolled in practice courses at the same time. More specific information can be accessed at <https://chbs.desu.edu/departments/social-work/field-education>

Application to BSW Program

Students who are admitted into Delaware State University may declare "social work" as a pre-major. All students who wish to graduate with a baccalaureate in social work degree must formally apply for admission into the social work program.

PROCESS FOR ADMISSION TO THE BSW PROGRAM

I. DETERMINE ELIGIBILITY

1. Students are eligible for admission to the BSW program upon the successful completion of 60 credits (Junior Status).
2. Overall GPA of 2.5 and a GPA of 2.5 in Social Work courses

Successful completion of the following Social Work courses/or current enrollment:

(Students must pass these courses with a grade of C or better)

SCWK 101 Introduction to Social Work

SCWK 202 Economics, Politics and Social Welfare

SCWK 315 Social Work Policies and Programs I

SCWK 316 Social Work Policies and Programs II

SCWK 341 Seminar in Helping

Successful completion of the following General Education courses/or current enrollment:

English	101 and 102
Psychology	Introduction to Psychology (PSYC-201)
Sociology	Introduction to Sociology (SCCJ-201)
Mathematics	One course in Mathematics
History	One course in History
Biology	One course in Biology (Introduction to Biology + Lab)
Natural Science Descriptive Astronomy)	One Natural Science *(i.e. Basic Ecology,
Arts/Humanities	One course in Arts/ Humanities

3. Demonstrated motivation and capacity to work with people and possess personal values that are congruent with the NASW Code of Ethics.

II. COMPLETE THE APPLICATION BY THE END OF MARCH (Sophomore Year)

1. Complete BSW Admission Application Face Sheet and Personal Statement (Appendix A and B)
2. Completed *CURRICULUM COURSE SHEET and UNOFFICIAL TRANSCRIPT*
3. Two professional or academic recommendation (Appendix C)
4. Turn in application to the Social Work Department (Main Office) Price Building Room 204

III. SOCIAL WORK FACULTY WILL CONTACT STUDENT FOR AN INTERVIEW

(During the Month of April)

IV. STUDENT WILL BE NOTIFIED VIA EMAIL REGARDING ADMISSION TO BSW PROGRAM

(During the Month of May)

APPENDIX A BSW ADMISSIONS APPLICATION FACE SHEET

Date: _____

Name:

D#

Total Semester Hours: _____

Overall GPA: _____

STUDENT EMAIL ADDRESS: _____

Failure to adhere to academic and professional standards can result in disciplinary action which could include, but is not limited to, receiving failing grades on class assignments, dismissal from the Baccalaureate Social Work Program, denial of formal entry into the BSW Program and/or field practicum and/or a referral for disciplinary action to the Chair of the Social Work Department.

***Information about criminal background checks and drug screening**

Social workers hold positions of trust and often work with vulnerable clients. The DSU BSW program cannot legally require that students undergo a criminal background check or drug screening for admission into the program. However, a review of any criminal history, including convictions and deferred adjudication of a prospective social work student is done to protect the public's safety, health, and welfare. Please be advised that some agencies used for field practicum will require students to have a criminal background check or to take drug screenings or other medical tests. Please be aware that an agency has the right to refuse to accept you for field practicum. Acceptance into the social work program does not guarantee a student a practicum if the refusal to the practicum is because of a student's criminal history. Refusal of a practicum under such circumstances will not entitle the student to any refund of tuition or other fees incurred up to that point in the program. All students ***must*** complete a field practicum in order to graduate with a degree in social work. Please be aware that some agencies and/or organizations that accept students for field practicum or employ social workers will require a criminal background check as part of the application process for field practicum or employment.

By applying for formal admission to the DSU BSW Program, I am confirming that I have read and understood the statements above. In addition, I agree to abide by the DSU and BSW Program Student Handbook as well as abide by the NASW Code of Ethics. My signature below indicates that I understand that any attempt to misrepresent the truth may result in termination from the program.

Student Signature _____

Print Signature _____

Date _____

APPENDIX B PERSONAL STATEMENT

The personal statement is an important part of your application and should be carefully prepared. It provides the Admission Committee with valuable information concerning your career plans and thus can be very critical to the decision making the process. In an essay of no more than five (5) typed double-spaced pages, describe in general, your ideas about social work and your interest in pursuing the Baccalaureate degree in Social Work by addressing the following items:

- A. Describe your perception of the field of social work.
- B. How have the social work courses you have taken so far contributed to your understanding of the social work profession?
- C. How have your life experiences contributed to your decision to select social work as a career (include examples)?
- D. Read the NASW Code of Ethics.
 - I. Briefly state what the Code of Ethics means to you.
 - 2. What social work values give you the most difficulty?
 - 3. Explain as clearly as you can the reason(s) for your difficulty.
- E. What would you describe as a serious infraction of social work ethics and why?
- F. What are your career goals?

APPENDIX C LETTER OF RECOMMENDATION

TO BE COMPLETED BY APPLICANT

Name of Applicant:

Date

D#

I am aware of my rights under the Family Educational Rights and Privacy Act of 1974 to access letters of recommendation written on my behalf.

_____ It is my desire that this letter is written in confidence, and I,
 therefore wish to waive my right to access this letter.

_____ I wish to retain my rights of access.

Signature: _____

Date: _____

TO BE COMPLETED BY THE INDIVIDUAL MAKING THE RECOMMENDATION:

The applicant named above has selected you as a reference for admission to the Baccalaureate Social Work Program at Delaware State University. Please answer the questions on this form as completely as possible. Thank you.

1. How long have you known the applicant? _____
2. In what capacity did you know the applicant? _____
3. What do you consider to be the applicant's major strengths and limitations as a candidate for a career in social work?

Based on other students with whom you are familiar, rate the applicant's abilities in the following areas:

Abilities	Not Acceptable	Below Average	Average	Above Average	Exceptional	Not Observed
Intellectual capacity	1	2	3	4	5	N/O
Emotional maturity	1	2	3	4	5	N/O
Interpersonal skills	1	2	3	4	5	N/O
Respect for individuals	1	2	3	4	5	N/O
Commitment to diversity	1	2	3	4	5	N/O
Ability to accept constructive criticism	1	2	3	4	5	N/O
Dependability	1	2	3	4	5	N/O

Printed Name _____

Date _____

Signature _____ Phone:

Title _____ Business

Address _____

This form should be returned to the student and included as a part of their completed application.

Appeals

Denial of Admission to the BSW Program

Please find below the appeals process should an applicant be denied admission to the BSW Program:

- I. The student must submit to the BSW Program Director a written statement indicating the reason why their application should be reconsidered for admission within ten (10) business days after receipt of the denial letter. The BSW Program Director will reply in writing to the student within ten (10) business days.
2. If the disposition is not favorable, the student may appeal to the Department of Social Work Chairperson by submitting the previous appeal documents, the BSW Program Director's response, and any additional relevant information. The chairperson shall reply to the student within ten (10) business days.
3. If the disposition is not favorable, the student may appeal to the Dean of the College of Behavioral Health by submitting the previous appeal documents, the Department of Social Work Chairperson's response, the BSW Program Director's response, and any additional relevant information. The Dean shall reply to the student within ten (10) business days. The Dean's decision is final.

UNIVERSITY POLICIES AND PROCEDURES

Rights and Responsibilities of Undergraduate Students

It is the responsibility of the student to become familiar with the policies and procedures governing Undergraduate study. These policies and procedures are found below: The *Undergraduate Catalog 2018-2019*:

<https://www.desu.edu/sites/flagship/files/document/16/Undergraduate-catalog-16-17.pdf>

The *Division of Student Affairs, Judicial Student Handbook*:
<https://www.desu.edu/sites/flagship/files/document/21/student-judicial-handbook.pdf>, as well as in this Handbook, and the course syllabi.

The Department of Social Work has adopted rights and expectations for behavior for all social work students that are consistent with professional and ethical conduct as outlined by the National Association of Social Work. These rights and expectations include, but are not limited to, the following:

A. University's and Department of Social Work's Responsibilities to Students

1. Each instructor will distribute a course syllabus at the beginning of the course. The syllabus will outline University and Department policy, assignments, required readings, examinations, and other requirements of the course.
2. Each syllabus will articulate the grading scale for the course.

B. University's and Department of Social Work's Expectations for Students

1. Students are expected to challenge and to advance their points of view in a professional manner.
2. Students are expected to substantiate their points of view during class discussion, written assignments, and oral presentations.
3. Students are expected to abide by policies and procedures regarding academic requirements, student behavior, and sanctions for violations of laws, rules, and procedures:
 - a. *BSW Program Student Handbook, 2018-2019*
 - b. *The Undergraduate Catalog, 2018-2019*
 - c. *Judicial Student Handbook*
4. Students are expected to attend class in accordance with the University's class attendance policy as detailed in course syllabi.
5. Students are expected to complete class assignments as stipulated in each course syllabus.

C. Affirmative action and Anti-discrimination Policy

The university has and abides by an equal opportunity and affirmative action policy. It can be found on the university's webpage
https://www.desu.edu/sites/flagship/files/document/31/one_policy_one_process.pdf alerts students to the fact that Delaware State University is an equal opportunity institution committed to extending educational equality and non-discrimination in all

programs and services of the University to all persons, regardless of race, religion, gender, creed, color, national origin, ancestry, age, marital status, sexual orientation, disability, veteran status, or other legally protected classification.

ACADEMIC REQUIREMENTS

Professional Standards of Behavior - Code of Ethics

The Department of Social Work prepares individuals for professional practice. Therefore, students are required to adhere to the requirements of professional, ethical behavior as outlined in the *Code of Ethics* of the National Association of Social Workers (National Association of Social Workers, 1999). The Code of Ethics can be found by visiting <https://www.socialworkers.org/About/Ethics>

In a professional program, an incident may occur that appears to be a serious breach of professional ethics, although it is not covered in University standards. These behaviors include unethical, unprofessional, illegal, or other behavior not consonant with the standards of the National Association of Social Workers Code of Ethics.

Students enrolled in field practicum courses are required to sign a statement indicating that: (1) the Code of Ethics has been read; and (2) it is understood that violating the Code can result in termination from the BSW Program (See *Field Instruction Manual*).

A student can be terminated from the BSW program if it is determined that the student has violated the Code of Ethics. Such a determination would be made via the appeals process as outlined in the *BSW Program Student Handbook* and the *Policies and Procedures for Undergraduate Programs* handbook, the *Student Judicial Handbook*, and/or policies and procedures created by the National Association of Social Workers Procedures for Professional Review.

Leave of Absence

A student may be granted a one (1) year leave of absence from the BSW Program for academic or personal reasons upon written request. A leave of absence must be approved by the BSW Program Director and the Department Chairperson. This action will entitle the student to leave the program for an approved reason and return in good standing within one year. Under compelling justification, a leave of absence may be extended for an additional year. The time accrued during the approved leave of absence will not be counted toward the required time to satisfy curriculum requirements for the BSW degree.

Registration

Students are officially registered for a course when they have complied with all of the procedures applying to registration, including full payment of tuition and fees.

Students not officially registered for a course will not be permitted to attend the course and will not receive credit at the end of the semester. Pre-registration and registration procedures are located at <https://www.desu.edu/academics/office-records-registration>

Auditing

A student may audit a course with the consent of the instructor and the BSW Program Director. The student must register for the course and pay the required tuition fee. Grades and credits are not awarded for courses that are audited. The symbol “AU” is entered on the student’s record.

Grading Policy

Students are issued grades at the end of each semester. For each course in which the student was enrolled, either a letter grade or a symbol will be entered on the student’s academic record. The grades must be submitted to the Registrar’s Office during the time period specified in the Academic Calendar for each term.

Students must earn either the grade “A” or “B” to pass all Field Practicum Instruction courses and Practice courses. When the grade of “C” is earned in any of these courses, the course in which the grade was earned must be repeated before the next course in the sequence may be taken. Thus, for example, if the grade “C” was earned for Practice I, the next course in the sequence, Practice II, cannot be taken. This policy also applies to Field Practicum courses (see *Field Instruction Manual*).

Only courses where the grade “A,” “B,” or “C” were earned will satisfy academic requirements for the BSW degree and graduation requirements for Undergraduate students (see *Undergraduate Catalog*). Students may not repeat a social work course more than once. **Please Note:** All students must complete junior level courses before enrolling in senior- year courses.

Tuition Payment

Students are expected to pay their tuition and fees on the date established by the University. Due dates for paying tuition and other fees are available on the university’s website at <http://www.desu.edu>. Any outstanding balance will continue to be billed to the student for a time period during the semester. If the balance has not been paid by the time established for registration for the following semester, the student will be prohibited from registering for that following semester. Late fees will be assessed to the student’s account.

Academic Achievement/Grades

The following letter designations are used to indicate the quality of achievement in an Undergraduate course:

GRADE	QUALITY POINTS	SYMBOLS
A – Excellent	4	I* Incomplete
B – Good	3	W Withdraw
C – Fair	2	AU Audit
D – Poor/Failure	1	Q Thesis Incomplete
F – Failure	0	

*See below.

Incomplete Grade

Each student is expected to complete all course requirements and stay on track with the course regardless of his or her presence in class.

According to University policy, a grade of “I” (Incomplete) will be given when the course work is incomplete due to reasons clearly beyond the control of the student. The unfinished work must be completed by the end of the first six (6) weeks of the student’s next semester in attendance, or the “I” grade is changed to “F.”

Criteria for an “I” (Incomplete grade) are:

1. At least 60% of the course work has been completed successfully so that a passing grade can be earned;
2. The student has arranged with the instructor prior to the time that final grades are assigned; and
3. The student has provided information necessary to satisfy the instructor that circumstances beyond the control of the student prevented his or her completing the required work on time.

Academic Probation

Full-time and part-time BSW students who do not earn a cumulative grade point average of 3.0 at the end of the semester are immediately placed on academic probation. Students who do not achieve a cumulative grade point average of 3.0 by the end of the following semester will be dismissed from the BSW Program (see *Undergraduate Catalog*). Grades earned for credits transferred to DSU are included in calculating the cumulative grade point average.

If a student is placed on academic probation, they are not permitted to register for more than 12 credit hours.

Academic Dismissal

Any of the following situations will result in the academic dismissal of students working towards the BSW degree:

1. Receiving the grade “D” or “F” in any Undergraduate course.
2. Receiving the grade “C” in three (3) BSW program Undergraduate courses.
3. Failing to receive a cumulative grade point average of 3.0 while on academic probation.
4. Being placed on academic probation more than one term (*see Undergraduate Catalog, 2018-2019*).

BSW students may voluntarily withdraw from the BSW program upon obtaining a Withdrawal form from the Dean’s Office in the College of Health and Behavioral Sciences. Withdrawal from the BSW program is complete when all withdrawal forms have been signed as required.

Plagiarism

The Council of Writing Program Administrators states that plagiarism is, “. . . submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and. .carelessly or inadequately citing ideas and words borrowed from another source” (Retrieved from <http://wpacouncil.org/positions/wpaplgiarism.pdf>, para. 6).

Students who commit plagiarism will receive the grade “F” in the course and may be dismissed from Delaware State University and the BSW program.

There are several resources that can be used to understand and avoid plagiarism. The source used most by the BSW Program is the American Psychological Association’s publication, *Publication Manual of the American Psychological Association* (6th ed.).

Appeals

Denial of Admission to the BSW Program

Appeals concerning the denial of admission to the BSW Program should be submitted as follows:

1. The student must file, in writing, the appeal to the BSW Program Director for resolution. The director shall reply in writing to the student within ten (10) business days.
2. If the disposition is not favorable, the student may appeal within five (5) days to the Department of Social Work Chairperson by submitting the previous appeal documents, the BSW Program Director’s response, and any additional relevant information. The Chairperson shall reply to the student within ten (10) business days.

3. If the disposition is not favorable, the student may appeal within three (3) days to the Dean of Undergraduate Studies by submitting the previous appeal documents, the Department of Social Work Chairperson's response, the BSW Program Director's response, and any additional relevant information. The Dean shall reply to the student within ten (10) business days.

Final Grades

Students who are dissatisfied with an instructor's grading decision on course activities **during** a semester should discuss the issue with the instructor and attempt to resolve the matter informally. If the student believes that the grading issue has not been satisfactorily resolved with the instructor, the student may file a formal Complaint Related to Instruction form posted on DSU's website (see below for the process).

Students who believe that a **final course grade** has been unfairly assigned, miscalculated or contradicts the grading procedures as specified in the course syllabus, the student may appeal that grade **to the Instructor** (if the Instructor is no longer with the University, the Department Chairperson will act on behalf of the Instructor). All final grade appeals must be submitted no later than three weeks into the following regular semester. While grade appeals, in general, will not be supported unless an error was made by the Instructor, students are entitled to an explanation of how the grade was determined and an opportunity to review and discuss any tests, projects, papers, etc. grades that were used to determine the final course grade.

Student Complaint Related to Instruction

Should a student wish to lodge a complaint against instruction, the student can use the Student Complaint Related to Instruction Form, and follow the steps listed. There are specific criteria required, and listed on the form, as well as the steps necessary for the complaint, as follows:

1. The student shall indicate meeting dates where they have attempted to resolve the matter with the instructor informally.
2. If the matter is not resolved informally, the student shall initiate a formal complaint related to instruction during the same semester that the course is being completed or up to two (2) weeks into the following semester. The student shall write a request to schedule a formal meeting with the instructor to resolve the matter. The instructor must meet with the student within five (5) working days of the request. Following the meeting, the instructor has two (2) working days to propose a resolution in writing to the student.
3. If the problem is not resolved, the student has two (2) working days to appeal to the Department Chairperson, by written request to schedule a meeting with the Chair, along with the written complaint and supporting documents. The Chair shall notify the instructor of the student's appeal and request supporting documents. The Chair must meet with the student within three (3) working days

from receipt of the written request. Following the meeting, the Chair shall forward a written position to the student and instructor within seven (7) working days. If the Chair fails to meet the timetables, the student may appeal to the Dean within three (3) days.

4. If the problem is resolved, the Chair and/or instructor has three (3) working days to initiate the resolution process. If the problem remains unresolved, the student may submit an appeal to the Dean within 2 working days. The Dean will make a final decision based on a review of the case and will forward a signed statement of his/her position to the student, instructor, and Chair within ten (10) working days. If the Dean approves the student's resolution request, the Chair and/or instructor has seven (7) days to initiate the resolution process as needed.

Please Note: Students enrolled in Field Practicum courses need to refer to the *Field Instruction Manual 2018-2019* for procedures to be followed in order to rebut an evaluation of performance by the Field Instructor.

Dropping a Course

In order to drop a course after registration has ended, students must complete an Add/Drop slip. This form is available in the office of the Department Chairperson. Students cannot drop after the date indicated on the Academic Calendar (see *Course Schedule and Registration Guide*) for each term. An official drop will result in the grade "W." Failure to officially drop a course in which the student is not participating will result in the grade "F." Students who officially drop a course will receive refunds according to the schedule outlined by the Registrar. The date of the drop is the date when the completed and signed slip is processed in the Office of Records and Registration. Please see the academic calendars:

https://www.desu.edu/sites/flagship/files/document/16/spring_2019.pdf

Class Attendance

The Department of Social Work adheres to the University's class attendance policy. Additional parameters for class attendance are as follows:

1. Regular class attendance is a vital part of the educational process. Students are required to attend all classes. If a faculty member chooses to evaluate attendance as part of a grade for a course, such a policy must be written in the syllabus, which is distributed at the beginning of a course. The policy must state what part of the course grade is based on attendance and how individual absences will be assessed. If a faculty member declines to integrate attendance as part of a course grade, under no circumstances may a student's final grade be reduced solely because of class absences.
2. The Office of the Provost and Vice-President for Academic Affairs issues excuses for students who are absent from classes due to participation in

official University-related activities or on University-related travel. In all other cases, only the instructor can approve a student's request to be excused from class.

3. Students enrolled in Field Practicum Instruction courses may be excused when both the field placement agency and the Field Instructor approve in advance. In such cases, the student is responsible for clarifying expectations regarding assignments. The student is responsible for obtaining approval of the excused absence from his/her Faculty Field Liaison. Please refer to the policies set forth in the *Field Instruction Manual* for further information.

Educational Review Process for Non-Academic Performance

The policies and procedures pertaining to educational review of student performance are based upon the belief that an assessment of student performance is a process with outcomes that reflect the performance of the student, the mission and goals of the BSW program, and the knowledge, values, and skills of the profession, as specified in the educational policies and accreditation standards of the Council on Social Work Education (see Appendix A).

Furthermore, the Department of Social Work is committed to both graduating students who display attributes that exemplify the knowledge, values, and skills that are essential for competent generalist practice. Thus, when a student's behavior raises questions about his or her capacity to relate to others, respond to differences of opinion with students, faculty and/or Field Instructors in a professional manner, and/or balance personal circumstances and the program's academic and non-academic demands, the BSW program is obliged to initiate a problem solving process with the student to determine an appropriate course of action.

Behaviors that can precipitate an educational review of a student's retention in the program can be categorized as follows:

1. Inappropriate Adaptation to the Core Values of the Social Work Profession – The student consistently demonstrates the inability to internalize the knowledge, values, and skills that are a part of professional social work practice.
2. Inadequate Interpersonal Skills – The student is unable to relate to others, i.e., faculty, students, and clients, appropriately and in congruence with the values, ethics, and beliefs of the social work profession.
3. Personal Problems – The student's personal or emotional difficulties consistently and significantly interfere with learning. They may also deter the student from relating helpfully to clients and/or developing self-awareness for professional practice in social work.

4. Violation of the Profession's Code of Ethics and/or the University's Code of Conduct – The student breaches either the NASW Code of Ethics of and/or the University's Code of Conduct (*Student Judicial Handbook*).

The BSW Program Director chairs the Educational Review Process for the BSW program. The review is not initiated to settle a student's grievance regarding a grade. The Educational Review Process need not be utilized if the parties involved are able to work out a plan that is satisfactory to all principal parties.

When a plan of action that is agreeable to all parties cannot be established, the following parameters and steps will be followed:

1. The Educational Review Process can be initiated by a faculty member, Field Instructor, BSW Director, a member of the administration of the Department of Social Work, or a student.
2. The individual initiating the review will submit, in writing, the nature of the concern regarding the student's performance. A copy of the statement will be given to the student, the student's academic advisor, and the BSW Program Director. The Field Director and agency's Field Instructor will be notified if the concern is related to the student's performance in field practicum.
3. All parties will meet at a mutually agreeable time to fully discuss the situation in order to develop a plan of action.
4. If an agreeable plan of action is not reached, the matter will be referred to the Department of Social Work Chairperson. The BSW Program Director will submit all documents to the Chairperson for review. The Chairperson may decide to meet either collectively or individually with the parties involved in the situation. The Chairperson will respond in ten (10) days.
5. If the matter is not resolved at the Chairperson's level, the situation will be referred to the Dean of the School of Health and Behavioral Sciences. The Department Chairperson will provide the Dean with all documents pertinent to the situation. The Dean will respond in ten (10) days. The Dean's decision is final.

ADVISEMENT PROCESS

The Department of Social Work recognizes the importance of the individual faculty advisor-student relationship in enabling students to achieve the educational goals of the BSW Program. Advisement is interwoven throughout the explicit and implicit curriculum.

Of major importance is the student's attitude and aptitude for professional and personal growth, including meeting student and program expectations. Frank, honest, and open communication regarding goals accomplished and anticipated goals, as well as problems encountered, are considered as vital to a useful and productive relationship between student and academic advisor. The advisor and advisee assess and re-assess the student's total performance (i.e., theoretical, experiential, in-class, relationship skills, etc.) throughout the educational process.

As progress is made in the program, the student's academic performance and his/her capacity, capabilities, skills, and on-going interest in the profession are re-assessed. At any time, a student can be determined to be inappropriate for a career in social work. Through advisement, the student is then encouraged to consider other professional options.

The academic advisor is available to assist the student in making career assessments; to function as a resource regarding services available at the University; to assist in selecting courses consistent with the curriculum; and, to assist with assessing and re-assessing the students' developing competence as a professional social worker. The advisor communicates and advocates with and on behalf of students with other institutions, Faculty Field Liaisons, and the Director of Field Instruction as necessary. The faculty advisor is available to assist regarding concerns related to policies (e.g., grade appeal process).

Advisors do not provide therapeutic intervention as a response to students' personal problems. Students in need of professional assistance may confer with the academic advisor regarding available services in the University or the human service network. Additionally, students may also contact the University's Counseling Center either by telephone or in person. The student has responsibilities in the advisee-advisor relationship. The student is expected to:

1. Arrange a meeting with the academic advisor at least during the registration period of each semester to discuss his/her progress in the BSW program and to make appropriate course selections.
2. Arrange a meeting with the academic advisor as a part of the field placement process to discuss placement options that are consistent with the students' learning needs, interests, and the curriculum.
3. Meet with the advisor when experiencing problems that may prevent completing course assignments of the BSW program and satisfying the University's graduation requirements.

Students must be advised that the Counseling Center is required to adhere to "duty to warn" regulations when a counselor makes the assessment that the student is a danger to themselves or others. Duty to warn regulations for the State of Delaware are located in 15 Del.C. Section 5402, *et. seq.*.

Students may request the assignment of a different advisor. When a request is made due to disagreement(s) or other issue, students are encouraged to discuss the problem with the advisor before requesting a different advisor. Such requests should be directed to the BSW Program Director. If the BSW Program Director is the student's advisor, the student may seek assistance from the Department Chairperson. Similarly, faculty may request that a student be assigned to another member of the faculty for advisement, and are also encouraged to discuss the plan and explanation with the student.

STUDENT GOVERNANCE

Students are invited and encouraged to participate in developing and maintaining the BSW Student Councils, the Undergraduate Student Council, and to participate in the evaluation of the program through representation on the Department's various standing committees, special committees, and University committees. Students also serve as representatives to the Department of Social Work Field Advisory Committee and NASW- Delaware Chapter. Student representatives to NASW receive free membership in the organization.

There is presently standing a BSW Student Councils in Dover which meet monthly. Speakers are brought into the meetings as selected by Council members to speak regarding issues important to the students. Undergraduate Studies also has an Undergraduate Student Council. Please see the Undergraduate Catalog for more information.

STUDENT AND ACADEMIC SUPPORT SERVICES

The Office of Student and Academic Support Services is available to Undergraduate students as a resource regarding academic issues and needs (e.g., writing and tutoring). This office is located in the William C. Jason Library.

There are computer laboratories in the William C. Jason Library for student use.

Both the Department of Social Work and the BSW program maintain bulletin boards, on both campuses, to announce employment opportunities and other events occurring in Delaware. Additionally, there are a plethora of student-generated boards listing events, affairs, conferences, and opportunities for educational growth (e.g., licensing prep courses, etc.).

The National Association of Social Workers, Delaware Chapter, provides active support to the BSW and BSW programs at Delaware State University. A paid membership is offered annually to a student representative who serves in an informational and liaison role. All BSW social work students are strongly encouraged to actively participate in one NASW committee and attend the chapter's annual membership meeting in March.

FINANCIAL ASSISTANCE

Procedures for Applying for Financial Aid

Students applying for financial aid must have been accepted by the Admissions Committee of the Department of Social Work. Candidates for admission to the BSW program who wish to apply for financial aid should complete the FAFSA application; six credits are considered sufficient for financial aid for the Undergraduate program.

Applicants should go to the DSU web site for further information:

<https://www.desu.edu/admissions/tuition-financial-aid>

Disability Services

Delaware State University offers a host of support services to students with learning and physical disabilities. The Office of Accessibility Services is committed to helping each student pursue a chosen field of study to the full measure of his/her ability.

Students with a disability are admitted through the same application process as nondisabled students. However, if a student with a disability requests special accommodation, the student must submit appropriate documentation to the office of Accessibility Services. Recent documentation from a physician, clinical psychologist, or social worker, for example, is preferred.

Students with documented disabilities may receive reasonable accommodations to address their particular needs. They may include but are not limited to, readers, note takers, temporary use of specialized equipment, special arrangements for examinations, and course substitutions.

Further information regarding support services for students with disabilities may be obtained by contacting Accessibility Services, 302 857 7304:

<https://www.desu.edu/student-life/student-health-services>

APPENDIX A

Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master's, and doctoral levels—shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and masters-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate. Please see page 5 of this document for the 9 Competencies.

EPAS describe four features of integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. 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 or master's level.

For a copy of the CSWE Commission on Accreditation, Commission on Education Policy, 2015 EPAS, see: <https://cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>