

Baccalaureate Program
Student Handbook
2005-2006



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**BA PROGRAM STUDENT HANDBOOK
Gallaudet University**

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EQUAL OPPORTUNITY POLICY

Gallaudet University Statement

Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.

Department of Social Work Non-discrimination Statement

In accordance with the Equal Opportunity Policy of Gallaudet University, the Department of Social Work, in all of its operations and in all of its dealings with faculty, staff, students, field instructors, and field instruction agencies and programs, is committed to a policy of nondiscrimination. Furthermore, the Department of Social Work places high value on human diversity and endeavors in all of its programs to convey understanding and respect for diversity. Such diversity includes, but is not limited to, hearing status, race, color, ethnicity, gender, disability, sexual orientation, age, religious, and national origin.

ABOUT THE UNIVERSITY

HISTORY OF GALLAUDET UNIVERSITY

Gallaudet University had its beginning when Amos Kendall established a school for deaf and blind children. Kendall donated two acres of land and a house located on his estate for the school. In 1857 he persuaded Congress to incorporate the Kendall School as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind.

Following the incorporation of the school, Kendall hired Edward Miner Gallaudet as superintendent of the school. Edward was the son of Thomas Hopkins Gallaudet, founder of the first school for deaf children in the United States. Both father and son believed that a national college should be established for deaf students. In 1864 Congress, persuaded by Edward Miner Gallaudet and Amos Kendall, voted to authorize the Board of Directors of the Columbia Institution “to grant and confirm such degrees in the liberal arts and sciences as are usually granted and conferred in colleges”. President Abraham Lincoln signed the bill, becoming the first patron of the “National Deaf Mute College”. Edward Miner Gallaudet became president of both the institution and the college. Blind students attending the Columbia Institution were transferred to the Maryland School for the Blind in 1865, and the words “and the Blind” were removed from the institution’s title.

The first class to complete the entire college curriculum was graduated in 1869 and the diplomas of the three graduates were signed by President Ulysses S. Grant. Since that time, all Gallaudet diplomas have been signed by the President of the United States. Women were first admitted to the college in 1887.

At the request of the alumni, in 1894 the Board of Directors renamed the college, Gallaudet College in honor of Thomas Hopkins Gallaudet. The corporation, including Kendall School, continued to be known as the Columbia Institution until 1954. Under Public Law 420, Congress in 1954 changed the name of the institution to Gallaudet College. In 1957 Gallaudet was granted accreditation by the Middle States Association of Colleges and Secondary Schools.

Congress acted during the 1985-86 academic year to recognize the growth and development that had been historically integral to the institution and on August 4, 1986, President Ronald Regan signed into law the Education of Deaf Act of 1986, which granted university status to the college.

On March 6, 1988, Gallaudet students began a demonstration, now known as the Deaf President Now Movement. Its purpose was to protest the hiring of a hearing president of the University. What began as a student protest grew into a civil rights movement for deaf people. Within less than a week of the protest the hearing president, Dr. Elisabeth Ann Zinser, resigned her post. Dr. I King Jordan was selected by the Board of Trustees as the University’s first deaf president. Philip Bravin became the first deaf chair of the Board of Trustees, and in February 1991 the Board reached its goal of having a majority

of deaf members. (Paraphrased from Gallaudet University Undergraduate Catalog, 2002-2003, pp 1 & 2.)

GALLAUDET UNIVERSITY MISSION

The mission of Gallaudet University is to serve as a comprehensive, multipurpose institution of higher education for deaf and hard of hearing citizens of the United States and of the world. In addition to its undergraduate and graduate academic programs, the University also offers national demonstration elementary and secondary education programs. The University extends its activities to a worldwide audience through a network of regional centers, international agreements, and public service and advocacy efforts. Gallaudet University is the only liberal arts university in the world designed exclusively for deaf and hard of hearing students. Communication among faculty, staff, and students, whether in or out of the classroom, is through the use of both sign language and written and spoken English. As a result, students are able to participate fully in all aspects of campus life and thereby acquire the comprehensive education and experience that is the goal of a liberal arts education.

Gallaudet University is committed to providing instruction in the arts and sciences that is vital to the development of the intellect; to conducting research aimed at enhancing the lives of deaf and hard of hearing individuals; and to serving deaf and hard of hearing people, their families, their friends, and the professionals who work with them (Gallaudet University Undergraduate Catalog, 2002-2003, p. 2).

GALLAUDET UNIVERSITY VISION

The implementation of Gallaudet's mission is articulated in the following University Vision Statement that was distributed to the campus community in May, 1993

"The vibrant Gallaudet University of today is a tribute to our enduring heritage as an academic institution and cultural center. We are proud of our contributions to the success of generations of deaf and hard of hearing leaders who have served our nation and international community well. Today, as powerful new forces generate encompassing change in society against a backdrop of an increasingly diverse America and an increasingly interconnected world, we must redefine what the best education for deaf and hard of hearing students is. We must chart bold new directions to guide our actions as we move toward the 21st century and beyond:

Gallaudet students will experience those intellectual and practical challenges that lead to productive work community service and personal satisfaction.

Learning at Gallaudet will occur not only in the classroom but also through many other academic and extracurricular activities.

Gallaudet will value and nurture the wealth of cultural, linguistic and ethnic diversity which enriches our community.”

College of Liberal Arts, Sciences, and Technologies

The Department of Social Work is located within the College of Liberal Arts, Sciences, and Technologies (CLAST). The social work major is one of 15 majors within CLAST. Others include, but are not limited to Deaf Studies, Family and Consumer Studies and Psychology. The Dean of Academic Departments is Dr. Karen Kimmel, and her office is located in HMB, Room E150.



ABOUT THE DEPARTMENT OF SOCIAL WORK

THE DEPARTMENT

The Department of Social Work offers two programs, an undergraduate social work major, leading to a BA in social work, and a master's in social work program. The BA Program prepares students for beginning generalist social work practice and the MSW Program prepares students for advanced social work practice with Deaf and hard of hearing populations. The BA Program has been continuously accredited since its initial accreditation in 1976. The department faculty and professional staff are actively involved in teaching, scholarly activity, and university and community service.

The baccalaureate program was initiated by Dr. Morris Goldman, professor and chair (now retired) in the Department of Sociology. The first director, employed to develop the program, was Mrs. Dorothy Polakoff. Under her guidance, the program was accredited for the first time in 1976, at which time the department became the Department of Sociology and Social Work. The joint department continued through 1989. The establishment of the graduate program necessitated an autonomous department of Social Work in 1990.

THE PROFESSION OF SOCIAL WORK

Social work is a challenging and rewarding profession which requires people who are committed to social justice and empowerment. Social workers strive to effect change that will make institutions in society responsive to the needs of all its members and accessible to the diverse populations who comprise our nation and our world. We work with people to identify their strengths and engage with them in partnership in the process of becoming empowered.

Social workers are employed in diverse settings, providing opportunities to participate in growth and change efforts at the governmental level, in organizations and communities, in groups, and in individuals and families. Social workers are in the United States Congress, policy analysts and developers in all branches of the government, administrators of public and private agencies, researchers, and community planners. Social workers provide direct services in schools, family agencies, child welfare agencies, rape crisis centers, hospitals and clinics, mental health programs, rehabilitation programs, substance abuse programs, employee assistance programs, private practice, and even police departments--the areas in which social workers practice are virtually endless.

In the 21st century, institutions and social conditions will change rapidly. Social Workers are in daily contact with people, whose lives are touched in various, and sometimes, devastating ways by these changes and by the technological advances that were the subject of science fiction in the recent past. Perhaps, as never before, it is clear how people are affected by changes in the social environment. In the 21st century, with advancements in technology, our planet will be experienced as smaller and we will be

unable to divorce ourselves from what once were considered distant parts of the world. Social work, with its unique appreciation for the interrelatedness of people and their environments is a profession on the cutting edge, expert in its capacity for identifying emerging social problems and for contributing their resolution.

SOCIAL WORK PROGRAM MISSION

Consistent with the mission of the university and the requirements of the Council of Social Work Education, the Social Work Program's mission is to prepare deaf and hard of hearing students for professional generalist practice at the entry level. It is the program's vision that its graduates become leaders in the deaf community through the provision of social work services that promote social and economic justice and contribute to the empowerment of deaf and hard of hearing people as well as other groups that experience oppression and discrimination. The social work program further seeks to prepare its graduates to be life long learners who apply critical thinking skills in their professional social work practice and adhere to the NASW Code of Ethics.

SOCIAL WORK PROGRAM GOALS

The baccalaureate program has nine major goals for its deaf and hard of hearing graduates:

The nine program goals are derived from the program mission statement. The program's goals are to:

1. Prepare students to evaluate practice effectiveness.
2. Prepare students as competent entry level generalist social workers with individuals, families, groups, organizations, and communities.
3. Prepare students for practice according to the principles, values, and ethics that guide the social work profession.
4. Prepare students to influence social policies in the context of alleviating oppression and social injustice as well as advocating for change in organizational policies that are unresponsive to human need.
5. Promote continual professional development.
6. Prepare students to use practice relevant technology.
7. Prepare students to practice from a systems and ecological theory perspectives.
8. Prepare students to address the biopsychosocial functioning of people.

9. Encourage students to value diversity and work effectively with diverse populations.

SOCIAL WORK PROGRAM OBJECTIVES

The program has objectives that are derived from the program goals. Each objective is consistent with Educational Policy, Section 3.0

1. Use the skills needed to evaluate practice interventions, including their own practice.
2. Apply knowledge and skills of generalist social work practice.
3. Apply critical thinking skills to generalist social work practice with individuals, families, groups, communities, and organizations.
4. Understand and apply social work values and ethics to practice.
5. Demonstrate knowledge of the history of social work profession and its role in addressing social injustice.
6. Respond to discrimination and injustice.
7. Participate in professional development activities and share their expertise associated with issues that are of concern to deaf and hard of hearing populations.
8. Effectively use supervision and consultation.
9. Effectively use manual, written, and technological communication skills.
10. Utilize multiple theoretical frameworks, particularly systems and ecological theories for generalist practice.
11. Demonstrate an understanding of human development and behavior across the life-span.
12. Practice effectively with diverse populations and populations-at-risk.

SOCIAL WORK PROGRAM'S DEFINITION OF SOCIAL WORK PRACTICE

Kirst-Ashman and Hull (1999) define generalist practice as the application of an eclectic knowledge base, professional values, and a wide range of skills to target systems of any size, for change within the context of four primary processes. Generalist practice involves working effectively within an organizational structure, under supervision. It also requires a wide range of professional roles, involves the application of critical thinking skills to the planned change process, and emphasizes client empowerment.

Incorporating the definition articulated by Kirst-Ashman and Hull the social work program defines generalist practice as: social work practice at an entry level, with supervision, that emphasizes the empowerment of diverse populations, populations-at-risk, and the advancement of social and economic justice. The program is particularly committed to deaf and hard of hearing people who have long been among the disempowered populations-at-risk. The practice model is guided by a body of knowledge, skills, and professional values and uses a problem solving approach to effect change at the micro (individual), mezzo (small groups & families), and macro (communities & organizations) system levels. It requires the use of systems and ecological theories as a method of understanding problems from multiple perspectives.

Each course in the curriculum prepares students for generalist practice and is described in course syllabi, the Field Manual, and the Student Handbook. Human Behavior and the Social Environment: SWK 307-308 and Human Diversity: SWK 318 provides knowledge about the behavior of individuals, families, groups, communities/organizations, diverse populations, and populations-at-risk.

Development of the American Social Welfare System: SWK 304 examines organizational policies, programs, and legislation that are important to the social and economic well-being of individuals, families, groups and communities. Strategies for influencing policy change are evaluated and students learn how to become active participants in the policy arena for the purpose of addressing unjust social and economic policies. In the practice courses, Social Work Practice I: SWK 335, Social Work Practice II: SWK 337, Social Work Practice III: SWK 436, Social Work Practice III: SWK 482, and Senior Seminar: SWK 494, such skills as assessment, planning, implementation, and evaluation are acquired for intervention at all system levels.

Research is an integral part of the preparation for generalist practice. In Research Methods in Social Work I: SWK 441 and Research Methods in Social Work II-Data Analysis: SWK 442 research that has implications for practice with diverse populations and populations-at-risk are examined and the profession's literature and research are analyzed and critically evaluated. Basic skills also obtained include the ability to evaluate one's own practice and the connections between practice and program evaluation at all system levels, using quantitative and qualitative methodologies. Students further learn to assist with research that is guided by the ethical standards of scientific inquiry, and to understand the relevance of research findings for generalist practice.

Field Practicum I: SWK 484 and Field Practicum II: SWK 486 provide opportunities for students, with supervision, to apply generalist skills, knowledge, values and ethics learned in the classroom to the field setting.

Content on social and economic justice, populations-at-risk, diversity, social work values/ ethics, and systems/ecological theories are infused throughout the curriculum. Each course examines the dynamics of social and economic injustice and their implications for discrimination and oppression. The specific experiences of populations-at risk, i.e., African Americans, Asian Americans, Hispanics, Native Americans, women, gay/lesbian persons, deaf and hard of hearing populations, and persons with disabilities as they relate to social and economic deprivation are discussed in all courses.

Groups meriting special attention because of their diversity (African Americans, Asian Americans, Hispanics, Native Americans, women, gay/lesbian persons & deaf and hard of hearing) are studied and information about each is infused throughout the curriculum in the context of their differences and similarities in experiences, needs and beliefs.

Values and ethics have profound implications for every aspect of generalist practice and the principles set forth in the NASW Code of Ethics are referenced and explored in each course.

Systems and ecological theories provide the overarching framework for viewing the transactions between individuals and the environment. From a generalist perspective, both theories offer a method of assessing interactions between and among the various system levels, understanding the dynamics of systems in the context of their boundaries and input/output, and evaluating the environment in terms of its ability to encourage a positive exchange with individuals, families, groups, communities, and organizations.

THE MOST COMMONLY ASKED QUESTIONS ABOUT THE SOCIAL WORK PROGRAM

What skills do students have when they have completed the social work major--what will I be able to do?

When you graduate from Gallaudet University with a major in social work you will be prepared to enter the field of social work at the beginning professional level. You will have knowledge, values, and skills for generalist social work practice and will be prepared to work with individuals of all ages, with families, with groups, with organizations, and with communities. Your preparation will also be appropriate background for graduate study in social work, counseling, and other human service fields.

Because the social work major prepares you to enter the field as a beginning professional, you will find that the social work program faculty, internship supervisors ("field instructors")--and you--will put considerable time and energy into your learning.

The program faculty is committed to working closely with you to assess your educational interests and needs, and maximize your strengths and capabilities to enable you to apply what you learn in class to working with people in the community.

What kinds of jobs are graduates qualified for with a B.A. degree in social work from Gallaudet?

Graduates of Gallaudet's social work program have secured positions throughout the country and throughout the world where they have had an important impact on the lives of deaf people; on their families; on schools, agencies and organizations; and on diverse communities of deaf and hearing people. There is no other B.A. /B.S.W. social work program in the country or in the world whose exclusive mission is the education of deaf and hard of hearing people for social work practice.

Graduates of the program have worked as advocates for improved services for deaf persons and their families and have participated in the development of programs and services for deaf people. They have worked in public, government funded organizations and in privately funded programs and agencies. They have worked as case managers and coordinators of services for deaf people. Others have secured positions in independent living skills programs, mental health programs, and programs for deaf children who have emotional problems, group homes, residential schools, departments of social service, family service agencies, programs for deaf and blind persons, programs for persons with disabilities, rehabilitation programs, and many others.

Are social work majors prepared to take state licensing exams?

The professional standing of social work has led to the requirement in all states that master's level social workers pass a licensing examination, just as physicians, nurses, psychologists, and many other professionals must. Many states also require a license for baccalaureate level social workers; among them are Maryland and Virginia, as well as the District of Columbia.

Gallaudet's Department of Social Work sponsors workshops to assist deaf social workers prepare for state licensing examinations. The Department arranged for the videotaping of a licensing workshop (interpreted) that we sponsored in 1990; that videotape is in the Gallaudet Library, available for student use. The Department receives information about the scheduling of licensing examinations and provides assistance with the application process.

ACCREDITATION

Is the Social Work Program at Gallaudet comparable to programs at other colleges and universities?

The undergraduate social work program at Gallaudet has been accredited by the Council on Social Work Education since 1976, and this assures that the curriculum meets the same standards as all other undergraduate social work programs in the country. The Program was most recently reaffirmed for accreditation in 2001.

The unique aspect of Gallaudet's social work major is that we add a specific emphasis on deaf people--including empowerment of deaf people, advocacy for accessibility of all programs and services for deaf people, advocacy for the rights and needs of deaf people, and the like.

The Council on Social Work Education (CSWE) is the organization which is responsible for establishing the standards for the professional education of social workers in the United States at both the baccalaureate and masters degree level. Accreditation of the Gallaudet Social Work Program indicates that the major in social work satisfies the standards of the profession for the education of social work students at the baccalaureate level. The Master's in Social Work Program at Gallaudet (MSW) has been accredited since 1994 and was re-accredited in 1999.

ADMISSION TO THE SOCIAL WORK MAJOR

What are the requirements for admission to the major?

The following are the criteria and processes for admission to the Social Work Program:

1. A cumulative grade point average of at least 2.00
2. Two letters of reference that provide information about the applicant's character, maturity, stability, achievements, interactional skills and special qualities that would make the applicant a good candidate for social work. The letters may be from teachers, employers, academic advisors, or other professionals.
3. An admissions essay that is 1-2 pages in length. The essay should address the following: 1) the reason for selecting social work as a major, 2) career goals, 3) personal assets, 4) the contribution that will be made to the Social Work Program, 5) the contribution that will be made to the profession of social work, and 6) a discussion of a plan to meet the Program's requirements.
4. Meet with the BA Program Director.
5. Most recent copy of your transcript.
6. Completion of the admissions application located in the Appendix I.

Each applicant is evaluated based on the strengths of the letters of recommendation, and the merits of the admissions essay. Individuals who are accepted into the social work major must sign the Student Code of Conduct Contract (**Handbook Appendix II**) and the University's Major Declaration Form. They are also given a Student Handbook, the NASW Code of Ethics and other printed material from NASW that offers information related to careers in social work, and assigned an academic advisor. If admission to the social work major is denied, a letter providing the reasons is written by the BA Program Director and given to the applicant.

Deadline for submission of two letters of recommendation, transcript, essay and the completed admissions application are from September 08, 2006 to October 31, 2006 for acceptance in January 2007. Admission materials must be submitted between February 5, 2007 and April 30, 2007 in order to be considered for acceptance in the fall 2007. All of the admission materials must be received by the stated deadlines in order to be considered for acceptance to the social work program.

SOCIAL WORK ADVISEMENT PROCEDURES

How do I get an academic advisor in social work?

The Social Work Program Director will discuss selection of an advisor from among the social work faculty. Selection of your advisor is an important decision because you will be working closely with this person throughout the major. Your social work faculty advisor will be available to you during office hours and by appointment for discussion of course selection, your progress in the major, plans for summer employment and employment after graduation, any difficulties you may be having - or anything at all that relates to your work in the major. Your advisor is there to work with you in your effort to become a successful social worker, so regular communication between the two of you is important.

If for any reason you wish to change your academic advisor you are free to do so. You may speak with any faculty member who has primary teaching responsibility in the BA Program and if the faculty person of your choice is available to work with you, the change can be made. You should first inform your current academic advisor of your decision to work with a different faculty member in the department. The names of the faculty and a list of their current advisees are posted in the social work student lab in HMB S-331.

FINANCIAL AID

What financial assistance can social work majors apply for?

The Financial Aid Office on campus will assist you in procedures needed to request financial aid through government assistance programs, Gallaudet University grants and scholarships, and other funding sources. Their web site offers much information that you should explore (<http://depts.gallaudet.edu/oes/finaid/>). In addition to this office, the Department occasionally has funds available to undergraduates from private foundations through the Office of Development and from the Office of the Dean. Depending on the availability of funds each year, students in need of financial support should be in good academic standing with a GPA of 2.0 or higher and should fill out an application form and submit it to the Chairperson. A financial aid committee within the Department will make decisions about the allocation of these funds. Financial aid forms will be available in the student lab (HMB S331) or from the Department secretary.

The Career Center is also a source of support for senior social work majors who are in internships and need financial support for transportation and meals. Students should contact the Career Center's liaison to the social work majors, Ms. Anjali Desai-Margolin at (202) 651-5795 or contact her by E-mail to fill out an application for this assistance (Anjali.Desai-Margolin@gallaudet.edu).

The federal work study may also be available to you as a senior completing the internship requirements, SWK 484: Field Practicum in Social Work I and SWK 486: Field Practicum in Social Work II. To determine your eligibility for federal work study for your internship contact the financial aid office.

Finally, the Internet is an excellent resource when exploring financial aid for your education and there are many private foundations that provide small grants to individuals. An excellent web site to explore is The Foundation Center (<http://fdncenter.org>).

Pre-Major General Education Courses

These courses must be completed before taking SWK 335: Social Work Practice I:

English 102	Y <input type="checkbox"/> N <input type="checkbox"/> IP <input type="checkbox"/>
SWK 203: The Field of Social Work	Y <input type="checkbox"/> N <input type="checkbox"/> IP <input type="checkbox"/>
SWK 318: Human Diversity	Y <input type="checkbox"/> N <input type="checkbox"/> IP <input type="checkbox"/>

These courses must be completed either before or at the same time as SWK 307: Human Behavior and the Social Environment I and SWK 308: Human Behavior and the Social Environment II:

Biology 101-102	Y <input type="checkbox"/> N <input type="checkbox"/> IP <input type="checkbox"/>
Sociology 101	Y <input type="checkbox"/> N <input type="checkbox"/> IP <input type="checkbox"/>

Psychology 201

Y N IP

These courses must be completed either before or at the same time as SWK 304:
Social Welfare is taken:

*American Government 101-102
Economics 203S

Y N IP

Y N IP

The general education math requirement must be completed before taking SWK 441:
Social Work Research. The required math course is MAT 102: Introduction to
Probability and Statistics.

MAT 102

Y N IP

COURSE CURRICULUM

Sophomore Year

Spring

SWK 203: The Field of Social Work

Credits

3

Junior Year

Fall

SWK 307: Human Behavior and the Social Environment I

3

SWK 335: Social Work Practice I: Individuals

3

SWK 304: American Social Welfare

3

Social work elective (may be taken any time, but majors are encouraged
To complete the requirement by the junior year.)

3

Spring

SWK 308: Human Behavior and the Social Environment II

3

SWK 337: Social Work Practice II

3

SWK 318: Human Diversity

3

Senior Year

Fall

SWK 436: Social Work Practice III: Families & Groups

3

SWK 441: Social Work Research I

3

SWK 484: Field Practicum in Social Work I: Internship **

4**

Spring

SWK 482: Social Work Practice IV: Organizations and Communities	3
SWK 442: Social Work Research II: Data Analysis	3
SWK 494: Senior Seminar	3
SWK 486: Field Practicum in Social Work II: Internship**	4**

**Block Internships, summer option for SWK 484 and SWK 486 will be available to selected students. Refer to “The Social Work Internships” section of this handbook for block internship section criterion. The curriculum consists of 50 credits.

Sequencing of Social Work Courses

The social work curriculum is designed to ensure integration of all curriculum content. Therefore, courses must be taken in the order listed above in the Course Curriculum. Students **cannot take 400 level courses until they have completed all of the 300 level courses.**

Social work practice courses are a core element of the curriculum and they must be taken in the proper sequence. This means that you must complete the first practice course, SWK 335 before you may register for the second practice course, SWK 337. Additionally, you may not enroll in an advance 400 level practice course such as SWK 482 and SWK 494 until the requirements for SWK 436 are satisfied. Practice course are only open to social work majors and you must obtain a grade of “C” or better in each. Social Work majors receiving a grade lower than “C” in a practice class may be asked to change their major.

Skills in reading and writing are important for social workers, and students who have concerns about their abilities in these areas are encouraged to take advantage of services such as English Works and tutoring. In most of your social work courses you will be expected to write papers and take exams with essay questions. Be assured, however, that your advisor and other faculty will always be available to assist in finding ways to help you satisfy the requirements of the social work major.

You are strongly advised to complete all your general education requirements no later than your junior year, preferably by the end of the fall semester. The senior year curriculum in Social Work is a full program and you will have difficulty scheduling any general requirements during this year.

ALTERNATE COURSE PLAN FOR SOCIAL WORK MAJORS

Junior Year

Fall

	Credits
SWK 203: The Field of Social Work	3
SWK 307: Human Behavior and the Social Environment I	3

SWK 304: American Social Welfare	3
SWK 335: Social Work Practice I	3

Spring

SWK 308: Human Behavior and the Social Environment II: Macro Systems	3
SWK 337: Social Work Practice II: Case Management	3
SWK 318: Human Diversity	3
Social Work Elective (may be taken anytime during the major)	3

Senior Year

Fall

SWK 436: Social Work Practice III: Families and Groups	3
SWK 441: Social Work Research I	3
SWK 484: Field Practicum in Social Work I: Internship**	4**

Spring

SWK 482: Social Work Practice IV: Organizations and Communities	3
SWK 486: Field Practicum in Social Work II: Internship**	4**
SWK 494: Senior Seminar	3
SWK 442: Social Work Research II: Data Analysis	3

**One credit for Field Practicum SWK 484 and SWK 486 are for a bi-weekly seminar that offers an opportunity to discuss issues related to the internships.

TRANSFER CREDIT

What if I have taken courses in social work at another college or university? Will I receive credit for those courses?

The policy at Gallaudet University is that "...transfer students must complete at least half of their major requirements at Gallaudet." (Gallaudet University Undergraduate Catalog, 2004-2005). Individual departments may establish additional residency requirements. The policy of the baccalaureate program in social work is that no more than 22 of the 47 hours required in social work may be taken at another university. These 22 hours are limited to the following courses and must be taken in a program that is accredited by the Council on Social Work Education.

- SWK 203: The Field of Social Work
- SWK 304: Development of the American Social Welfare System
- SWK 307: Human Behavior and the Social Environment I
- SWK 308: Human Behavior and the Social Environment II: Macro Systems
- SWK 318: Human Diversity
- SWK 441: Social Work Research I
- SWK Elective

All social work practice courses and field practicum must be taken at Gallaudet University. Credit for practice courses and field practicum taken at other accredited social work programs may be accepted for elective credit.

LIFE AND WORK EXPERIENCE

Does the Social Work Program award credit for life and work experience?

The Program does not award academic credit for life experiences or work experience in lieu of any courses in the Social Work curriculum or field practicum.

SOCIAL WORK INTERNSHIPS

Do social work majors have internships?

Yes. Internships are an extremely important part of your professional training in social work.

Eight of the required credits received in the social work major are for work done in the internships (SWK 484 and SWK 486). The internship requires attendance at a bi-weekly field seminar in which practice skills are strengthened and experiences in the agency/organization internship setting are discussed.

One of the unique aspects of the social work major is its strong emphasis on experiential learning. Many opportunities are provided for applying knowledge and theory learned in the classroom (lectures, discussion, role playing, reading, videotapes, guest lectures, etc.) to actual situations in the community. The process of integrating learning from the classroom with the community begins in the first social work course (Social Work 203: The Field of Social Work) with field trips to programs and agencies in the community, and guest lecturers. You will learn firsthand about a variety of programs and services in the Metropolitan Washington area, such as family services, mental health services, programs for neglected and abused children, group homes, etc. Through your observations, discussions and written reports, you will be taking the first step toward developing skills for evaluating programs and organizations and their ability to provide services to people in general and to deaf people in particular.

During the senior year social work majors have a two-semester internship two full days a week (usually Tuesdays and Thursdays). The Director of Field Practicum will work closely with you in the selection of an internship that meets your interests and educational needs and objectives. You will remain in the same agency for both semesters so that you have the opportunity to become a part of the agency, to work with clients over an extended period of time, and to be involved in problem solving within the agency and in the community. All senior social work internships are in programs and agencies under the supervision of qualified professional social workers,

and many provide opportunities for working with deaf clients. These internships provide you with the opportunity to use the knowledge gained in class to develop skills working with individuals and families, groups, organizations and communities.

A block internship is also available. Social work majors are selected for the block internship complete SWK 484 and SWK 486 during the summer of the senior year; after all other social work course requirements are completed. The Director of Field and the Field Specialist provide those interested in the summer block internship with detailed information about internship locations and the number of practice hours needed to satisfy the course requirements.

To be considered for the summer block internship, a senior must have at least a 3.00 grade point average in the major, a cumulative grade point average of at least 2.5, a final grade of B or above in all practice courses, and an accumulation of commendable end of the year evaluations. Additionally, seniors who wish to be considered must obtain a letter of recommendation from each of their practice teachers.

Is it necessary to prepare a resume before applying for an internship?

You will be given guidelines for writing a resume in preparation for your internship. Having this experience early in the major also provides good preparation for resume writing for job applications before graduation. In addition to the resume, you will complete a form that asks for information such as the kinds of people and/or problems with which you would like to work as well as the kind of program or agency in which you would like to have your internship. You also will have an interview with a supervisor at the prospective internship placement. This gives you and the agency an opportunity to explore what the agency can contribute to your learning and what you bring to the agency.

Where do social work majors have their internships?

Some of the programs and agencies where students have had internships are:

Humanim, Columbia, Maryland

Department of Vocational Rehabilitation, Prince George's County

Prince George County Department of Social Services, Maryland

Deaf Abused Women's Network, (DAWN)

Parents, Families and Friends of Lesbian, Gay and Bisexual, National Headquarters (PFLAG)

D.C. Metropolitan Police Department, Washington, DC

Child and Family Services Division, Washington, DC

Deaf-Reach, Washington, D.C.

Department of Vocational Rehabilitation Services, Prince Georges County, Maryland

Family Service Foundation, Day Program for Mentally Ill Adults

Governor's Office on Disability, Baltimore, MD

**Peer Health Program, Student Development Office, Gallaudet University
Shiloh Senior Center for the Hearing Impaired**

The list of programs and agencies used for internships may change from semester to semester depending upon the availability of a qualified supervisor, appropriate educational experiences for student interns, and the desire of the program or agency to have student interns.

Is it possible to have an internship outside of the Washington, D.C. area?

It is possible to arrange for a one-semester internship (usually during the spring semester of the senior year) outside of the Washington, D.C. area. This type of experience is for highly qualified, independent students who are seeking an extra challenge. If you think you might be a good candidate for this experience, discuss the possibilities with your advisor early in the major. Internships in other communities require a great deal of advance planning for your course work, living arrangements, interpreters for class at another college or university, as well as making arrangements for the internship. This plan requires taking the senior seminar and any other required courses in a college or university in the community where your internship program or agency is located.

You need to consider the likelihood of needing additional financial resources for this experience to pay for any additional expenses that may be involved.

OTHER INTERNSHIP OPPORTUNITIES

Are there internship opportunities for social work majors before the senior year internship?

Yes, through the Career Center's internship program (EPOC). The Department of Social Work encourages students to use the many services of the Career Center (see their web page at <http://careercenter.gallaudet.edu/>). This program places undergraduates in a variety of internship settings (human service agencies, summer camps, educational institutions and nonprofit organizations) for the purpose of gaining additional work experiences. These experiences can be related to your social work career goals and can be an excellent way to enhance your resume before graduation. Summer internships can be arranged between the sophomore and junior years or between the junior and senior year. This internship is separate from the internship requirement of the social work major, so should be completed before you are a senior.

The Career Center's internship program is open to all undergraduate majors. Internships can be paid or unpaid. Through internships, students can earn up to 12 academic credits before graduating. The Career Center has grant funds available to provide stipends (financial help) to students who are not earning a wage. Stipends help cover living and transportation costs. Undergraduates interested in gaining work

experience through internships may register for the internship program at the Career Library, located on the first floor of Hall Memorial Building.

MALPRACTICE INSURANCE

Professional malpractice insurance: what is it and why is it necessary?

Before beginning the senior internship, every social work major must show evidence of having purchased malpractice insurance. Currently, most schools of social work require students who work with clients to have liability insurance to protect them in the event of a law suit. It is no longer only physicians who face the possibility of law suits; psychologists, social workers and other professionals are sometimes sued as well, including interns. Although law suits are not common, we, along with most schools of social work, have made the decision that it is important for students to have this protection. The National Association of Social Workers (NASW) has arrangements with an insurance company to provide malpractice insurance at **very low cost to NASW members**. The Social Work Department has applications and will assist you in making these arrangements. ***You must provide evidence of malpractice insurance coverage before you begin your senior internship.***

ACADEMIC STANDARDS AND PROGRESS IN THE MAJOR

What are the requirements for continuing in the social work major?

Students may be required to withdraw from the Program if they do not: 1) maintain acceptable academic performance, including a 2.00 average in the major, 2) receive a grade of C or above in practice courses, Social Work Practice I: SWK 335; Social Work Practice II: SWK 337; Social Work Practice III: SWK 436; Social Work Practice IV: SWK 482; Senior Seminar SWK 494; Field Practicum in Social Work I: SWK 484 and Field Practicum in Social Work II: SWK 486, 3) exhibit behaviors that are consistent with the NASW Code of Ethics and the Student Code of Conduct Contract (Appendix I), or 4) demonstrate acceptable progress toward achieving established goals for improving academic performance or professional behavior.

What assistance is available to students who may have difficulty in a course or during an internship?

Social work faculty are available to work with individual students concerning academic work in any of your social work classes, and with your efforts to apply what you are learning to the work you are doing in your internships. In addition, the social work faculty works closely with English Works and the Tutorial Center.

Sometimes students experience personal difficulties which may affect ability to learn in the classroom or to work effectively in the internship. In those situations your academic Advisor or other faculty member will discuss the situation with you and may advise you to seek personal counseling.

The faculty in the Social Work Department is committed to providing every educational and advising support possible to enable you to complete the major successfully.

How is a student's work evaluated in the social work major?

Your progress is evaluated at the end of each semester using the End of the Semester Evaluation of Student form (Appendix II). The assessment of your progress will take into consideration academic performance, professional behavior, self-awareness and emotional stability, and the quality of your written communication. The purpose of the assessment will be to evaluate your potential for success in the profession of social work. You must demonstrate empathy, a beginning ability to work with people effectively, and the ability to meet responsibilities to agencies, and potential for mastering the academic requirements of the major.

If a student is having serious problems in meeting the requirements of the social work major, does that require changing majors and perhaps postponing graduation?

Following a discussion of your progress, a review of the transcript, your faculty evaluations and contract, if applicable, the Program will make a decision about asking you to withdraw. If permitted to remain in the program, you and your academic advisor jointly assume responsibility for developing a contract that addresses the areas of concern. In those situations that necessitate your withdrawal, the academic advisor will verbally notify you of the decision and the Program Director will provide written notification of the Program's decision.

Any decision of the Program which affects academic standing may be appealed by a student following the steps described in the Grievance and Appeals Policy.

STUDENT RIGHTS AND RESPONSIBILITIES

Introduction

The concept of student rights is consistent with social work principles of ethical and respectful behavior of professionals toward peers, students, clients, teachers, and supervisors. Furthermore, the department considers it to be both a right and a responsibility for students to participate actively in their own learning. This participation takes place through student involvement in identification of learning needs, learning objectives, and development of sound educational plans. Students participate in the planning of educational experiences such as the internship; are expected to provide responsible feedback to faculty about course content, materials, and methods of instruction; are involved in the planning of special workshops and seminars; provide input into development and revision of policies in each program and in the department. The Student Advisory Committee in the BA program provides specific opportunities for undergraduate students to provide input into undergraduate curriculum, policies, and procedures. If each student give careful consideration to the process by which she or

he learns best and participates in shaping that process, students take increasing responsibility for their own learning, and learning is thereby enhanced.

The Department also believes it is important for students to participate fully in the learning opportunities offered by the Department. This includes regular attendance and participation in classes as well as attendance at professional workshops, symposia, and other special events arranged by the department. Students are also encouraged to participate in student organizations such as the Social Work Student Association since this provides a forum for expression of mutual concerns and interests and can provide another channel of communication with the Department.

Student Rights

1. Students have the right to privacy and confidentiality as guaranteed by the Buckley Amendment to the 1974 Family Rights and Privacy Act. Accordingly, students will be informed regarding performance data that needs to be shared outside the department (e.g., information for field instructors), and written permission will be obtained for the particular purpose. Students also have access to their academic records.

In a professional curriculum such as social work, where learning is sequential and content across the curriculum must be integrated, it is important for faculty to communicate with one another as well as with the student with respect to the student's learning process. Therefore, information regarding educational progress and learning is not considered confidential for purposes of planning for individual educational needs.

Students do, however, have the right to request confidentiality of personal information which they may wish to share only with their faculty advisor or other member of the faculty. In circumstances where such personal information is relevant to educational planning, the faculty member will discuss with the student the rationale for sharing the information, specify with whom it will be shared, and will obtain the student's consent. The student has the right to decline, and the student's wish will be respected, except in situations considered life threatening or which pose potential risks to clients. Should such a situation arise, the student will be advised of the action to be taken.

2. Students have the right to be kept apprised of their progress throughout their educational program, including class and internship. Performance that may jeopardize their completion of the program must be identified in sufficient time for the student to have the opportunity to make changes. Rarely, there may be situations in which a student's performance requires dismissal from the program for reasons considered so serious as to override the usual right for additional time to make changes. These reasons include illegal or unethical behavior, behavior that is considered harmful to clients and personal problems of such magnitude that the student is unable to work effectively with clients. In such circumstances

the student will be given explicit reasons and the student has the right to appeal the decision according to guidelines specified in the Student Handbook.

3. Students have the right to provide to the faculty and administration a critique of the nature and quality of the class and field curriculum, and to contribute to the formulation and modification of policies affecting academic and student affairs. This is done through formal course evaluations that are completed anonymously, informal consultation with faculty and administrators in the department, and through representatives to the student advisory committee.
4. Students have the right to an educationally sound program that is consistent with the Educational Policy and Accreditation Standards and accreditation standards set forth by the Council on Social Work Education (the Educational Policy and Accreditation Standards is found in the Student Handbook and accreditation standards are available for review in the department), focused on individual learning needs, and delivered in a professional manner from qualified faculty, staff, and field instructors.
5. Students have the right and are encouraged to organize themselves in a student organization for purposes of contributing to the program in a variety of ways including those mentioned in #3 above.
6. Students have the right to fair and consistent application of evaluation criteria in class and field, and to a fair and consistent application of written procedures for termination and dismissal from the program should this become necessary. Students have the right to know these evaluation criteria which should be written into the course syllabus distributed at the beginning of each semester. The evaluation criteria include information about course expectations, assignments, and grading system.
7. Students have the right to appeal grades or decisions regarding their termination from the program through departmental and university procedures.
8. Students have the right to expect faculty to be available for individual consultation either by appointment and/or during regularly scheduled office hours with reasonable responsiveness and flexibility.
9. Students have the right to have an academic advisor who will be available to discuss any aspect of the educational experience as well as future educational and career plans.

GRIEVANCE AND APPEALS POLICY

What procedure does a student follow if she or he has a significant disagreement with a faculty member, disagreement with a grade affecting academic standing, or wishes to appeal an action taken by the Program or Department?

There may be times when a student believes that she or he has a legitimate complaint or grievance about a faculty member or a faculty decision.

Appeals

Students may appeal decisions of the Program under specific procedures, they are as follows:

Denial of admission to the social work major- submits a letter to the BA Program Director citing the reasons for appealing the admissions denial. If the applicant is not satisfied with the response of the Program Director, the applicant may appeal to the chairperson of the Social Work Department. The chairperson, in consultation with the BA Program Director, renders the final program decision.

Involuntary withdrawal from the social work major- submits a letter to the Program Director stating the concerns and requesting an appointment to discuss the issues. If the student is not satisfied with the response of the Program Director, an appeal can be made to the chairperson of the Social Work Department. Students who are not satisfied with the decision of the chairperson may appeal to the Associate Dean of the College of Liberal Arts, Sciences, and Technologies. The chain of appeal beyond the Dean of the College of Liberal Arts, Sciences, and Technologies is the Provost and the President of the university.

Failing grade (F) - Speak directly with the faculty member involved. If the student does not know how to handle the situation, advice of the academic advisor or the BA Program Director can be sought. If the grievance cannot be resolved directly with the faculty member involved, the student can bring a formal written complaint to the BA Program Director. In those cases where the student is not satisfied with the resolution at the level of the BA Program Director, the complaint can be brought to the Chair of the Social Work Department. The complaint can be taken to the Associate Dean of the College of Liberal Arts, Sciences, and Technologies if the student is not satisfied with the decision of the Department Chair.

STUDENTS WITH DISABILITIES

Does the Social Work Program make accommodations for students with disabilities?

The Social Work department is sensitive to the needs of students with disabilities.

Every effort is made to provide reasonable and appropriate accommodations for students with a documented physical, psychological, or learning disability. If an accommodation is required a Faculty Contact Form must be completed by the office for Students with Disabilities. Detailed guidelines for the Faculty Contact Form can be obtained from the Office for Students with Disabilities. Students having a disability are strongly encouraged to provide the necessary documentation as early as possible for failure to do so may result in grades that are less than satisfactory.

HONORS OPTIONS IN SOCIAL WORK

Is it possible to take honors courses in social work?

The Social Work Program does not have honors sections of its courses. Seniors with a high GPA, with the permission of the advisor, the MSW Program Director, and the instructor of the course, may enroll in a graduate social work course.

What are the requirements for an honors option in a social work course?

A student wanting to take an honors option will negotiate a contract with the instructor for alternative and creative ways of satisfying the requirements for the course. The objective of the honors option will be to provide the student with an opportunity to deepen and/or broaden his or her learning from the course. The contract between the instructor and the student must be reviewed and approved by the director of the undergraduate social work program.

Who is eligible to take an honors option in a social work course?

To take an honors option you must have a 3.2 GPA or above and the approval of the course instructor and the Director of the Undergraduate Social Work Program.

AWARDS FOR SOCIAL WORK MAJORS

Does the Social Work Program offer any achievement awards to students who excel in the major?

The undergraduate Social Work Program presents awards each year to two senior social work majors. The first award is the *Award for Academic Excellence*, presented to the student who achieves the highest GPA in Social Work courses and internship. Since 1994, the award has been conferred in honor of Dorothy Polakoff who was the First Director of the B.A. Program in Social Work (1970-1980) and who set high standards for students and faculty in the program. Under her leadership the program received its first accreditation by the Council on Social Work Education in 1976.

Dorothy Polakoff Award

For

Academic Excellence

Megan Leschly 2006

Ashleigh Smith-2004

Terese Ragumo-2003

Jennifer Buechner- 2002

Marta Derbez - 2001

Susan Frame - 2000

Kimberly Pare- 1999

Deron Emmons - 1998

James Brune - 1997

Delia Tabolou - 1996

Charmaine Lydon - 1995

Mark Dessert - 1994

Award for Academic Excellence

Lauren Good - 1993

Wilma Newhoudt - 1992

James Tourangeau - 1991

Brenda Kenny - 1990

Joan Emerick - 1989

Betsy Bachtel - 1988

Lisa Wellander - 1987

Denise Brown - 1986

Jamie McNamara - 1985

Ellen M. Savidge - 1984

Brent A. Burns - 1983

The second award is the *Professional Development Award* which is presented to the senior who has demonstrated the most significant professional growth and development while a student in the Social Work Program.

Professional Development Award

Kisha Hopwood - 2006

Adriana Palacio - 2004

Rine Olofson - 2003

Timothy Albert - 2002

Jessica Raub - 2001

Any Linneman - 2000

Robert Pope - 1999

Jodi Becker - 1998

Diane Lux - 1997

Rachel Harris - 1996

Darlene Wadler - 1995

Clement Abonyi - 1994

Georgia Edwards - 1993

Theresa Baumgartner - 1992

Donald Prong - 1991

Angela Stout - 1990

Mary Byndum - 1989

Laureen Lynch-Ryan 1988

Lawrie Hooper - 1987

Darsi Dippel - 1986

Kim Upton - 1985

Carmen S. Voland - 1984

Janet F. Parker - 1983

Students receiving these awards each receive a plaque recognizing their achievements during the annual student awards ceremony.

CONFERENCE ATTENDANCE

Do students have opportunities to attend professional conferences and to interact with social work professionals outside of Gallaudet?

Throughout the year there are numerous conferences in the community on subjects of current interest and importance to social workers and other human service professionals. The faculty believes that it is important for social work majors to have the opportunity to participate in such conferences and to interact with other professionals.

Sometimes the faculty considers a particular conference of sufficient interest and importance that an entire class is encouraged to attend, or class or internship schedules are adjusted to permit attendance at a conference. The Social Work Department maintains a bulletin board which has announcements of relevant conferences, workshops and seminars. Students who become aware of meetings and conferences are encouraged to share the information with other students and faculty. These conferences expose students to issues that are faced by social workers and other professionals in their day to day professional work and are considered an interesting and important part of a social worker's education.

Limited financial assistance is available to help defray the cost of conference attendance. Requests should be made to the Director of the BA Program.

In addition, the Social Work Department sponsors lectures, conferences and workshops for social work students and for the larger Gallaudet community.

STUDENT COMPUTER AND STUDY ROOM

Are there facilities for students to study and do computer work?

HMB S-331 is designated for study and computer work for social work majors and supplements computer and study space in the Library, dormitories, and other designated areas on campus. Computers provide access to World Wide Web (WWW) which will be used in classes for assignments on the Internet.

How does social work faculty communicate with students and how can students be in contact with others students?

In the student study and computer room (HMB S-331) you will find mail boxes for every undergraduate and graduate social work student. This provides a convenient way for faculty to communicate easily with students and for students to communicate with each other. You are encouraged to check your mail box in the student room regularly. We have found this to be much more efficient than sending written materials to students' post office boxes.

Students all have e-mail accounts, making possible easy communication with each other and with faculty. Some courses make use of discussion forums which require your e-mail user name and password for access.

SOCIAL WORK STUDENT ASSOCIATION (SWSA)

Is there a club or other organization for social work majors and other students interested in social work?

The Social Work Student Association is for social work majors, pre-majors and other interested students. It provides opportunities to meet in a mutually supportive atmosphere to interact socially and discuss matters of interest and concern to social work students and to the profession of social work. The organization has been involved in many significant activities, including:

- sponsoring lectures on topics of interest to the profession
- co-sponsoring an end of the year recognition luncheon for field instructors
- recruitment of students to the major
- participation in orientation of new majors
- organizing and planning community service projects such as Project Harvest and St. Ann's Infant and Maternity Home
- arranging for visits from social work majors at other colleges
- participating in planning for NASW's annual Career Day

STUDENT ADVISORY COMMITTEE

Do students have a channel for making suggestions and raising questions or concerns about the Social Work Program?

The undergraduate social work program has a Student Advisory Committee consisting of five students: two senior social work majors, two junior social work majors, and one "at large" member who may be any student who has declared social work as a major and has completed at least one social work course. Students may be selected, based on the recommendation of classmates, faculty or by contacting the acting Program Director to express an interest in serving on the committee. Meetings are held twice a semester with the BA Program Director.

The faculty in the Social Work Program has found that the student advisory committee is an excellent mechanism for discussion among students and faculty about areas of general interest and concern. Students may wish to raise ideas about possible special topics courses or content they would like to see included in the curriculum, or they may raise questions about policies and procedures in the program. Suggestions made by this committee have contributed to positive changes in the program. In addition, the faculty has found the committee to be an effective means for getting student response to ideas under consideration concerning curriculum, policies, and procedures.

Occasionally the BA program student advisory committee and the MSW student advisory committee meet jointly with representatives of the department when there are areas or issues of concern to both groups of students. Such was the case when decisions had to be made about use of the student room, particularly policies regarding use of the computers and determining hours the room would be available.



EEO/AFFIRMATIVE ACTION POLICY

The following narrative is the EEO/Affirmative Action Policy of the university. A complete copy is located in the Social Work office. The Department of Social Work is committed to all of the principles set forth in this policy and carries out all of its programs accordingly.

SCOPE

This policy applies to all offices and divisions of Gallaudet University.

POLICY

Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, hearing status, disability, religion, color, national origin, age, sex, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis. This commitment is pursuant to Executive Order 11246 and 11375 as amended, Title VII of the Civil Rights Act, the District of Columbia Human Rights Act of 1977, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Viet Nam Era Readjustment Act of 1974, the Americans with Disabilities Act of 1990, and all other applicable laws.

The University's program of affirmative action is designed to provide for equality of opportunity in all aspects of University employment. This policy applies to all procedures affecting applicants and employees and includes, but is not necessarily limited to: recruitment, hiring, placement, promotion, transfer, reassignment, reappointment, tenure, demotion, selection for training (including apprenticeships) layoff and termination, compensation, and all other conditions or privileges of employment. Notices of non-discrimination are posted in conspicuous places to be viewed by both employees and applicants.

The University has three distinct Affirmative Action Plans designed to encourage the recruitment, employment, and advancement of minorities and women, individuals who are deaf, hard of hearing, and disabled, and disabled veterans and veterans of the Viet Nam era.

During the recruiting process, applicants are requested to voluntarily provide information relative to race, age, sex, racial/ethnic group, hearing status, disability, and veteran status. This information is maintained confidentially for personnel record-keeping, reporting, and affirmative action purposes only.

The University's EEO officer is responsible for ensuring compliance with this policy. The EEO officer is located in College Hall.

PROTECTION AGAINST SEXUAL HARASSMENT POLICY

SCOPE

The University policy applies to faculty, teachers, staff, and students in all offices and divisions of Gallaudet University.

POLICY

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, as amended. The University is committed to providing an environment that is free of unlawful sexual harassment and does not condone sexual harassment in any form. Reports of sexual harassment are investigated thoroughly, promptly and objectively.

The Equal Employment Opportunity Commission (EEOC) guidelines define sexual harassment as follows:

"Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment."

All levels of management are accountable for the implementation of the Sexual Harassment and Consensual Relationships procedures appended to this policy. Any employee or student who is guilty of or responsible for acts of sexual harassment is subject to appropriate disciplinary action.

Violations

Alleged violations may be filed by any person, or the process may be initiated by the appropriate administrative officer.

SEXUAL HARASSMENT PROCEDURES

A. Informal Complaint

1. Employees or University students who wish the matter to be handled informally should contact the employee's unit administrator, administrative officer, the EEO Officer or the Director of Human Resources, preferably within 10 working days of the incident. University students should also consult with appropriate student support personnel for advice and counseling. Students who have a complaint against another student should contact the Coordinator of Judicial Affairs.
2. The person to whom the complaint is brought will, within 10 working days (unless there are extenuating circumstances) and without directly accusing and without divulging the name of the accuser (unless authorized by the complainant), counsel the employee or

student and caution him/her about offensive and inappropriate behaviors and actions or will take other appropriate action to resolve the complaint informally (e.g., remove offensive pictures).

B. Formal Complaint

3. An employee or University student who wishes the matter to receive a formal investigation and review should contact the EEO Officer. Students who wish to make a formal complaint against another student should contact the Coordinator of Judicial Affairs.
4. The EEO Officer, in consultation with the appropriate administrative officer, or the Coordinator of Judicial Affairs, will determine the method by which the investigation will be conducted. The purpose of the investigation is to establish whether there is a reasonable basis for believing that an alleged violation of this policy has occurred. In conducting the investigation, the EEO Officer and/or the appropriate administrative officer (or his/her designee) or the Coordinator of Judicial Affairs may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times, the administrator conducting the investigation will take steps to ensure confidentiality.
5. The investigation will afford the accused a full opportunity to respond to the allegations.
6. Possible outcomes of the investigation are: (a) a judgment that the allegations are not warranted; (b) a negotiated settlement of the complaint; or (c) formal disciplinary action.

Detailed information related to Gallaudet University's Protection against Sexual Harassment can be obtained at af.gallaudet.edu.

APPENDIX I

APPLICATION

Admission Application for Baccalaureate Social Work Program

Date: _____

Name: _____

Local Address: _____

E-Mail Address: _____ Pager: _____

Student ID: _____ Gender: Female _____ Male _____

Ethnicity: African American _____
Caucasian _____
Native American _____
Other _____

Asian American _____
Latina/Latino _____
Pacific Islander _____

Academic Advisor: _____

List all courses that have been completed:

Course Title	Grade
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

APPENDIX II

**STUDENT CODE OF CONDUCT
CONTRACT**

Student Code of Conduct Contract

The social work major is a professional program that prepares students for generalist social work practice. The Program requires majors to adhere to standards of conduct that are consistent with the social work ethics and values as identified in the National Association of Social Workers (NASW) Code of Ethics (1999). The following professional and behavioral standards are drawn from on the NASW Code of Ethics.

1. Social workers should uphold and advance the values, ethics, knowledge and mission of the profession. (5.01 Code of Ethics)
2. Social workers should treat colleagues with respect and avoid unwarranted negative criticism (2.01 Code of Ethics)
3. Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability. (4.02 Code of Ethics)
4. Social workers should not participate in, or be associated with, dishonesty, fraud, deception, or plagiarism. (4.04 Code of Ethics) In addition, the program requires social work students to adhere to the Gallaudet University's academic honesty policy as stated in the Undergraduate Catalog.
5. Social workers should not allow their own personal problems, psycho social distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment. Consultation should be sought and appropriate remedial action should be taken by seeking professional help. (4.05 Code of Ethics)
6. Social workers should not permit their private conduct and personal issues to interfere with their ability to fulfill their professional responsibilities. (4.03 Code of Ethics)
7. Social workers who participate in research are expected to follow guidelines developed for the protection of research subjects. (5.02 Code of Ethics) Social workers should respect the clients' right to privacy and, therefore, disclose confidential information only when appropriate valid consent from the client or legally authorized representative is obtained (1.07 Code of Ethics). In addition, the program does not permit social work students to save information (notes, process recordings, personal correspondence, etc.) that is of a confidential nature on computers that are available for public use.

8. Social work majors in their professional role should not sexually harass faculty, staff or students by making sexual advances, sexual solicitation using the Internet or other means, request for sexual favors, and verbal or physical conduct of a sexual nature.
9. Social work majors shall adhere to the code NASW Code of Ethics.
10. Social work students are expected to continue to work on areas of professional growth. If a faculty member or academic advisor recommends that a student seek academic support or professional help the recommendation should be followed.
11. Social Work majors are expected to exhibit academic honesty and understand that plagiarism (using other's ideas and words without acknowledging the source of the information) and cheating are prohibited. Plagiarism and academic dishonesty will result in either the student failing the course, receiving a failing grade for the examination or assignment, or being required to re-do the examination/assignment.

Statement of Understanding

I understand that, although I am admitted to the Social Work Program at Gallaudet University, if my professional development is not deemed satisfactory by the Program faculty and professional staff the Program has the right and responsibility to re-evaluate my suitability for entry into the social work profession at a beginning level of practice. I agree to abide by the Code of Conduct as outlined and explained. I further understand that I must maintain an overall 2.00 average in the major and that I must obtain a grade of C or better in all practice courses and internships. Failure to meet any of these requirements will also result in the re-evaluation of my suitability for the Program.

Signature _____

Date _____

APPENDIX III

**END OF SEMESTER
STUDENT EVALUATION FORM**

Gallaudet University
Department of Social Work
End of Semester Evaluation of Student

Student: _____

Instructor: _____

Course Title: _____

Semester: Fall Spring

Section: _____

Year: 200__

Instructions: Circle the response that best captures your assessment of the student. The space marked "Other" can be used to give an explanation when none of the options provided are appropriate. Your recommendations should include constructive methods that the students may wish to consider in order to improve their performance, as well as an acknowledgment and reinforcement of strengths.

Academic Performance: Shows an ability to complete assignments responsibly, attends class regularly, arrives on time, and remains until the class is finished.

1. Plans and organizes work effectively.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

2. Completes and submits assignments on time.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

3. Attends class regularly and on time.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

4. Exhibits an ability to conceptualize and integrate knowledge about social work and apply it to class discussions, written assignments, projects, and examinations. a) Yes b) No

Explain _____

5. The student's interpersonal skills (compassion, empathy, altruism, integrity, respect for others) and ability to make sound judgments are adequate. a) Yes b) No

Explain _____

Comments:

Behavior: The student does not monopolize class discussions or distract others during class by talking. She/he is cooperative; willingly works on group assignments, and his/her behavior reflects accountability—e.g. Keeps scheduled appointments or make appropriate arrangements,

adheres to the NASW Code of Ethics, and acknowledges personal behaviors that are oppressive or discriminatory and takes corrective actions.

1. Works cooperatively with and respects others.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

2. Actively participates in class discussions, and small group activities.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

3. Shows respects for the opinions of others.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

4. Accepts feedback from peers as well as the instructor in a positive manner.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

5. Demonstrates an understanding and respect for diverse populations and populations-at-risk.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

6. Advocates for self in an appropriate and responsible manner and uses proper channels for conflict resolution.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

Comments:

Self-awareness and Emotional Stability: The student exhibits an understanding of her or his values, emotions, and past experiences that affect thinking or behavior and is willing to change the behavior when it interferes with academic performance or relationships with peers and teachers. There is an acknowledgment of personal problems, psychosocial stressors, substance abuse, or health problems that effect judgment and compromise academic performance.

1. Demonstrates an ability to cope with life stressors.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

2. Understands the effects of his/her behavior on others.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

3. Seeks and effectively uses help for medical or emotional issues that could potentially interfere with academic or professional performance.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

4. Handles discussions of uncomfortable topics appropriately.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other _____

5. Demonstrates good problem solving skills.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other_____

Comments:

Written Communication: The student is able to express herself or himself clearly rather than using a style of writing that is vague, lacks organization or logic and is difficult to understand.

1. Written assignments reflect correct spelling, appropriate use of punctuation, clear structure, paragraphing, organization, follows a logical sequence, and the correct use of citations.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other_____

2. The student abides by Gallaudet University standards that prohibit plagiarism.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other_____

3. The student's writing reflects critical thinking.

a) All of the time b) Most of the time c) Sometimes d) Rarely e) Other_____

Comments:

Recommendations:

APPENDIX IV

**EDUCATIONAL POLICY AND ACCREDITATION STANDARDS
COUNCIL ON SOCIAL WORK EDUCATION**

Council on Social Work Education