

**Fayetteville State University**  
**College of Humanities and Social Sciences**  
**School of Social Work**



Master of Social Work Program Student Handbook

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## Greetings from the Interim Associate Dean of the School of Social Work



Greetings and welcome to the School of Social Work at Fayetteville State University. As you embark on this next phase of your academic journey, know that you are joining a legacy of students who have dedicated themselves to creating a more just and inclusive society. Now, more than ever, the world needs compassionate and dedicated professionals like you to help alleviate suffering and fight for social and economic justice.

We encourage you to dive into uncertainty with a desire to learn and grow, taking ownership of this process. It is this reflective, engaged work that will prepare you to make a meaningful impact in the world. Throughout your time here, you will learn to challenge systemic injustices, advocate for the most vulnerable, and help individuals and communities reach their full potential. We are confident that your curiosity, creativity, and determination will serve you well. Our dedicated faculty, staff and administrators are ready to guide you on this path.

While the mission of our program is to prepare students for professional social work practice and leadership with a focus on issues concerning children, families, mental health, and substance misuse, our curriculum prepares students to become leaders and advocates for socio-economic justice in a multicultural society. Additionally, our MSW Program is designed to produce social workers with the knowledge and skills necessary to provide leadership in addressing the complexity of problems encountered in rural, urban, and military settings. You will become a part of an educational community that brings together faculty, social work professionals, and students for collaborative learning. The MSW Program maintains outstanding relationships with the community, professional associations, and organizations on local, state, and national levels.

Again, welcome, and we're thrilled that you have chosen to be a part of the bronco family. We wish you much success as you embark on this next phase of your academic career at Fayetteville State University in our MSW Program.

Best wishes,

*Dr. Beverly Edwards*

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[School of Social Work | Fayetteville State University \(uncfsu.edu\)](http://www.uncfsu.edu/school-of-social-work)

## Greetings from the Interim MSW Program Director



It is with great enthusiasm that I welcome you to the Master of Social Work (MSW) Program at Fayetteville State University. As Interim MSW Program Director, I am honored to serve in a role that supports the development of future social work professionals who are committed to advocacy, service, and transformative change.

Our MSW program is rooted in the core values of the social work profession: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These values guide our curriculum, our practicum education experiences, and our interactions within the university and broader community.

We offer two dynamic and specialized tracks to meet the diverse needs of our students and the communities they will serve:

- **Children and Family Services**, which prepares students to work with youth, families, and systems that support child welfare and family well-being.
- **Mental Health and Substance Misuse**, which equips students with the skills to address behavioral health challenges through clinical practice, prevention, and recovery-oriented care.

Whether you are just beginning your journey or continuing your studies, this handbook is designed to provide clarity and guidance on program expectations, academic policies, and professional standards. It is a resource that reflects our commitment to transparency, excellence, and student success.

At Fayetteville State University, we take pride in being part of a legacy that uplifts and empowers. As members of the Bronco family, we celebrate our shared commitment to leadership, scholarship, and service. We are Bronco Proud, and we carry that pride into every classroom, placement, and community partnership.

Thank you for choosing Fayetteville State University and for being part of our MSW community. I look forward to supporting your academic and professional journey and to witnessing the impact you will make as social work leaders.

Warm regards,

*Dr. Michelle Bates, LCSW*

Interim MSW Program Director and Assistant Professor  
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**Fayetteville State University  
Master of Social Work Program Student Handbook**

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## **About Fayetteville State University**

Fayetteville State University is a public comprehensive regional university, offering degrees at the baccalaureate, master's, and doctoral levels. The primary mission of Fayetteville State University is to provide quality education to its students through a basic liberal arts foundation, specialized professional training, and specific graduate programs. Committed to excellence in teaching, research, and service to the community, the university seeks to prepare its students and graduates to lead meaningful and productive lives. In doing so, Fayetteville State University strives to produce creative thinkers and leaders who will reach beyond current intellectual and cultural boundaries to become the change agents for shaping the future of America and the world.

As part of its broader mission, the university extends its services as a regional institution by providing life-long learning experiences and opportunities to the university's immediate and extended communities and serving as a resource for business, education, and culture in North Carolina.

### ***History***

In 1867, seven Black men - Matthew N. Leary, A. J. Chesnutt, Robert Simmons, George Grainger, Thomas Lomax, Nelson Carter, and David A. Bryant - paid \$136 for two lots on Gillespie Street and converted themselves into a self-perpetuating Board of Trustees to maintain this property permanently as a site for the education of Black children in Fayetteville. General O. O. Howard of the Freedman's Bureau, one of the best-known friends of Black education, erected a building on this site, and the institution became known as the Howard School. By a legislative act of 1877, the North Carolina General assembly provided for the establishment of a Normal School for the education of Black teachers. The Howard School was chosen as the most promising because of its successful record during the previous ten years. It was designated a teacher training institution, and its name was changed to the State Colored Normal School. Five Administrative Officers served for relatively short periods until 1899: Robert L. Harris, Charles W. Chesnutt, Ezekiel E. Smith, George Williams, and the Rev. L. E. Fairley.

In 1899, Dr. Smith returned to the institution. Under his administration, the school grew from three rooms in a small frame structure to a physical plant of ten buildings on a fifty acre tract of land. To pay for the land, Dr. Smith, along with F. D. Williston, E. N. Williams, J. G. Smith, and Dr. P. N. Melchor, endorsed a note for \$3,000.00. The note was renewed several times and eventually paid off by Dr. Smith, who later deeded the land to the State. Dr. Smith retired in 1933 at the age of 80 with more than 40 years of service to the institution.

W. J. Ward Seabrook succeeded Dr. Smith and under his presidency the school became Fayetteville State Teachers College. The college received both state and regional accreditation in 1947. Dr. Seabrook retired in 1956 and was succeeded by Dr. Rudolph

Jones. During his administration, the curriculum was expanded to include majors in secondary education and programs leading to degrees outside the teaching field. The name of the school was changed to Fayetteville State College in 1963. Also, under the leadership of Dr. Jones, six additions were made to the physical plant to accommodate a rapidly expanding enrollment.

In 1969, the institution acquired its present name, "Fayetteville State University," and Dr. Charles "A" Lyons, Jr. was elected president. By a legislative act in 1972, Fayetteville State University became a constituent institution of the University of North Carolina System, and Dr. Lyons became its first chancellor. During his tenure, the curriculum was expanded to include a variety of both baccalaureate and master's level programs. In addition, the Fort Bragg-Pope AFB Extension Center, in conjunction with the Weekend and Evening College, was established in order to provide military personnel and other persons employed full-time with the opportunity to further their education. The general academic structure took its present configuration in 1985 when the university became a Comprehensive Level I Institution. In addition to expanding program offerings and services, eight buildings were added to the physical plant during this period.

On January 1, 1988, Dr. Lloyd V. Hackley became the seventh Chief Executive Officer of the university. In his seven years as Chancellor, the university expanded its master's level program offerings to include biology, business administration, education, English, history, mathematics, psychology, sociology, and teaching; FSU's first doctoral program in Educational Leadership was established; and baccalaureate program offerings were also increased to include 36 disciplines in the arts and sciences, business and economics, and education. The addition of the \$6.3 million ultra-modern School of Business and Economics Building, and the new \$10.9 million Health and Physical Education Building, underscored Dr. Hackley's commitment to FSU's continued expansion and growth.

Chancellor Hackley strengthened FSU's community outreach to at-risk children in the public schools, establishing numerous scholarship and tutoring mentoring programs to encourage more young people to aspire to academic excellence and a college education. FSU's first major public capital campaign was also completed during Dr. Hackley's tenure, which enabled the University to increase the number of privately funded scholarships. On December 31, 1995, Dr. Hackley left his post to become President of the North Carolina Department of Community Colleges, the first African American to lead the state's system of 59 community colleges. Dr. Donna J. Benson, Associate Vice President for Academic Affairs of the University of North Carolina served as Interim Chancellor from January 1, 1995, to November 15, 1995.

Dr. Willis B. McLeod, a 1964 graduate of Fayetteville State University, was appointed Chancellor on November 15, 1995. Dr. McLeod is the ninth Chief Executive Officer of the 130-year-old institution, and the first alumnus to serve as Chancellor since FSU became a constituent of The University of North Carolina in 1972. Several major initiatives have been established by Dr. McLeod. The "Freshman Year Initiative," (or F.Y.I.) a program designed to enhance students' educational outcomes, was initiated in fall 1996; new outreach efforts aimed at forging stronger community ties and involving the community in University life have been undertaken; campus improvements such as expansion of the Rudolph Jones Student Center and master planning to accommodate an expected enrollment increase of 50%, and Dr. McLeod has been instrumental in forming a regional partnership of public school, community college, and university leaders to focus on strengthening the educational pipeline from pre-school to postgraduate studies.

On July 1, 2003, Dr. T. J. Bryan was appointed the tenth chief executive officer of Fayetteville State University. She was the first woman to serve as Chancellor of FSU and the first African American female to lead a UNC institution. Her major initiatives included the development of new cutting-edge academic programs such as a four-year nursing program, a biotechnology program, an honors program, a forensic-science program, and an international relations program that is being developed in cooperation with the Central Intelligence Agency.

Dr. James Anderson began his duties as the 11<sup>th</sup> Chief Executive Officer of Fayetteville State University on June 9, 2008. Dr. Anderson came to FSU from the University of Albany in New York. Dr. Anderson served from 2005-2007 as the University of Albany's Vice President for Student Success and Vice Provost for Institutional Assessment and Diversity. In that role, he led university efforts to advance students' academic success and learning, promote diversity and inclusion, and strengthen community partnerships and outreach.

Active in professional, civic, and higher-education organizations, Anderson's research and writing have focused on the assessment of student learning, as well as the impact of diversity on student learning, retention, and overall institutional effectiveness. He is the author or co-author of three books, including *The Unfinished Agenda: Brown v. Board of Education* and *Driving Change through Diversity and Globalization—Transformative Leadership in the Academy*.

A former American Council on Education (ACE) Fellow, Danforth Fellow, and National Learning Communities Fellow, he has been honored with the Outstanding Contribution to Higher Education Award (2005) from the National Association of Student Personnel Administrators and the Outstanding Service Award (2004) from the Commission on Human Resources and Social Change of the National Association of State Universities and Land-Grant Colleges (NASULGC). Anderson is active in professional, civic, and higher-education organizations. Examples of the many agencies he serves include being a member of the Board of Trustees of the Southern Association of Colleges and Schools' Commission on Colleges, a member of the American Council on Education's Commission on Inclusion, the Board of Directors of United Way of Cumberland County, the Educators Serving Educators Advisory Board for Excelsior College in Albany, New York, Chair of the Board of Directors of the Sustainability Communities Foundation in Fayetteville.

Anderson initiated the launch of the largest fund-raising campaign in the institution's history. "*The Campaign for Fayetteville State University: From a Proud Legacy to a 21st Century*," seeks to raise \$25 million for the following initiatives:

- Scholarships for Deserving Students
- Support for Scholar Athletes
- Professional Development for Faculty and Staff
- Student Enrichment and Global Enhancement
- Military and Veteran Partnerships
- Center for Defense and Homeland Security

The campaign concludes in 2017 when the university celebrates its Sesquicentennial Birthday 1867-2017 (150th Anniversary).

Darrell T. Allison is the 12<sup>th</sup> chief executive officer and Chancellor of Fayetteville State

University - the 2<sup>nd</sup> oldest public university in the UNC System. Under his leadership, Chancellor Allison has made it a priority to listen to stakeholders and has invested time and attention to listening to students, faculty, staff, alumni, and supporters of the university, through a series of town halls, one-on-one meetings, and small group engagement sessions. Since his arrival on March 15, 2021, Chancellor Allison has seen through the approval of demolition of Vance and Bryan residence halls along with moving the university Health and Wellness Center to campus. Under his leadership, he launched a retention initiative, the 30-60-90 Summer School full-paid scholarship program for nearly 1,300 FSU Students and established the Bronco One Stop - a centralized location for students to receive all essential services and academic advising. He has also focused on an adult learning and military-connected students initiative that seeks to provide better services, programs, and resources to these targeted populations.

Through strategic leadership and commitment to enhancing student opportunities, Chancellor Allison has invested in a 21<sup>st</sup> century model for Career Services that prepares students for paid internships early on in their academic journey and provides them with the resources that will better prepare them for the workforce. In just six months after his arrival, Chancellor Allison established a new Board of Visitors, 55 members made up of industry professionals, community leaders, business owners, and dedicated alumni, who will serve as advocates and ambassadors for FSU. He is known for his commitment to expanding student opportunities and serving as a bridge builder.

A former member of the University of North Carolina Board of Governors and former trustee at North Carolina Central University, Chancellor Allison's career has been focused on education and public service. Serving on the Board of Governors from 2017 to 2020, he was a vocal supporter of the system's historically minority-serving institutions. As the inaugural chair of the Historically Minority-Serving Institutions (HMSI) Committee, he led the effort that provided all 17 UNC System institutions with at least \$2 million for repairs and renovations, annually - an investment that especially supported the system's smaller universities. Allison also initiated and finalized a partnership with UNC-Chapel Hill's NC Policy Collaboratory, which awarded \$6 million for COVID-19 programming and research at historically minority-serving institutions. He served on several committees, including Budget and Finance; Historically, Minority-Serving Institutions (chair); UNC System Racial Equity Task Force (chair); Educational Planning, Policies and Programs (secretary); Strategic Initiatives Committee; and UNC K-12 Laboratory Schools.

In prior leadership roles, Chancellor Allison served on the NCCU Board of Trustees, Advancement, Athletics and External Affairs, Academic and Student Affairs committees, and served as a member of the NCCU Chancellor Search Committee. In 2017, he endowed a scholarship fund at NCCU, his alma mater, in memory of his father, Thomas Allison. A North Carolina native, Chancellor Allison holds a Juris Doctor degree from UNC-Chapel Hill and a bachelor's degree from NCCU. Allison and his wife La Nica are the proud parents of two daughters.

## **School of Social Work Mission Statement**

The mission of the School of Social Work in the College of Humanities & Social Sciences at Fayetteville State University (FSU) is to prepare competent social work professionals at undergraduate and graduate levels, promote life-long learning and enhance the well-being of individuals, children and families residing in rural, urban, and military communities throughout North Carolina, the nation, and the world. Committed to excellence in teaching, scholarship, service, and leadership, faculty strive to alleviate poverty and oppression, advance social and economic justice in a multicultural society and in the global community.

### **Master of Social Work Program Mission Statement, Goals, and Competencies**

The mission of the Master of Social Work Program (MSW) at Fayetteville State University (FSU), is consistent with the profession's purpose which is to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, military, and mental health. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings, and to empower social work students with the knowledge, values and skills needed to alleviate social and economic injustice. Students are prepared to utilize evidence-based practice in prevention and intervention, research, policy, and administration that promote human well-being. The program also seeks to equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and in the global community. Students matriculate in an environment that promotes, understands, and utilizes diversity, and stimulates a desire for lifelong learning by bringing together faculty, practicum instructors, social work professionals, and students for collaborative training and learning.

The educational philosophy of our School of Social Work appreciates, affirms, validates, and unequivocally embraces the need to produce cutting edge graduates who are educated for evidence-based professional social work practice with all client groups. Moreover, due to our identity, history, and legacy as an HBCU, we are particularly focused on the unique needs of people in Black families, neighborhoods, and communities.

### **Program Goals**

- |   |
|---|
| 1. To prepare students for advanced social work practice, research, and leadership by concentrating on children and family services or in mental health services in urban, rural, and military settings and across all system levels (individuals, families, groups, organizations, and communities). |
| 2. To equip social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.  |
| 3. To develop social workers who seek and promote social justice in a multicultural society.  |

4. To inculcate in students the importance of continuous professional development as lifelong learners, and involvement in professional organizations.
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5. To prepare students for leadership as scholar practitioners.
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### **Program Learning Outcomes**

1. To prepare students for advanced social work generalist practice, research, and leadership in urban, rural, and military communities by enhancing the foundation courses and electives available, but also expanding access to specialty certificates.
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2. To equip social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
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3. To develop social workers who seek and promote competency in advocating social and economic justice in a multicultural society through professional development and involvement in professional and community organizations.
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### **Master of Social Work Program Conceptual Framework**

The specialty areas adopted for the MSW Program are based on the findings of the feasibility study conducted in 2001 as well as the review of literature. Findings indicated that the service region has considerable demand for children and family services, and mental health programs. The Metro Vision Community Benchmark study (2001) identified significant community problems. These problems include infant mortality, low birth weight babies, child fatalities, child abuse, and neglect. In addition, more than 37,400 people were served by mental health and substance misuse facilities in the FSU region during the 1999-2000 fiscal year. Because of the need to address social problems such as those described above, there has been an increase in the demand for social workers at both the national and state levels (Gardner, 2001). These needs were also reflected in the prospective student and agency surveys for choice of areas of concentration.

The conceptual framework of the MSW Program is grounded in and is built upon several theoretical approaches. Primary theoretical frameworks of the program are systems theory, strength-based perspective, and multicultural practice with specific attention to client systems of all sizes in rural, urban, and military settings.

Systems theoretical concepts emphasize reciprocal relationships between the elements that constitute a whole. These concepts emphasize relationships among individuals, groups, organizations, or communities and mutually influencing factors in the environment. Systems theories focus on the interrelationships of elements in nature, encompassing physics, chemistry, biology, and social relationships.

The theoretical perspective of strengths-based social work practice stems from the following definition: An orientation in social work and other professional practices that emphasize the client's resources, capabilities, support systems, and motivations to meet challenges and overcome adversity. This approach does not ignore the existence of social problems, individual disease, or family dysfunction; it emphasizes the client's assets that are used to achieve and maintain individual and social wellbeing).

The MSW Program adheres to the definition of multicultural social work practice based on the definition put forth by the National Association of Social Workers NASW Standards for Cultural Competence in Social Work Practice (NASW, 2001):

Cultural competence refers to the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (p.11).

Cultural competence is operationally defined, as the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.

The conceptual framework of the MSW Program is based on these theoretical frameworks. The MSW Program equips social work students with knowledge, skills and values utilizing systems theory, strengths perspective, and multicultural social work practice to further students' knowledge in alleviating oppression, poverty, and discrimination in a multicultural society and in the global community. The conceptual framework is built on the mission of the MSW Program, which is to produce "social workers as leaders and advocates for socioeconomic justice in a multicultural society."

The MSW Program builds on its and the University's belief in building a just society free of discrimination which promotes human diversity and social and economic justice.

Thorough familiarity and use of technology in advancing social work education and practice are integral to the MSW Program's implementation and achievement of its mission and curricular goals. The foundation curriculum is conceived of as being guided by a generalist practice perspective where the presentation of knowledge and advancement of skills are guided by professional values. Building on this foundation, the advanced curriculum is designed to prepare competent social workers to be leaders in the profession who will practice collaboratively and be advocates in providing social work services to individuals, couples, families, small groups, communities, and organizations in rural, urban, and military areas. The foundation and advanced curriculum prepare students to provide client systems of all sizes in need of 1) family and children services; and/or 2)

mental health services. The conceptual framework serves as a guide for purposeful teaching thus infusing knowledge, skills, values ethics, and technology throughout the professional foundation and advanced curricula. The MSW Program foundation and advanced curriculum stems from the Educational Policy Statement, and MSW Program Goals and Objectives that forms the Fayetteville State University Master of Social Work Program Conceptual Framework.

### **Council on Social Work Education**

The Council on Social Work Education (CSWE) is the accrediting body for programs in social work education. The Fayetteville State University Master of Social Work Program was granted accreditation by the Council on Social Work Education in June 2006. Following are the 2022 Educational Policy and Accreditation Standards (EPAS) that will be used by FSU for reaffirmation in 2026.

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

1.1 Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1.2 Demonstrate professional behavior; appearance; and oral, written, and electronic communication

1.3 Use technology ethically and appropriately to facilitate practice outcomes

1.4 Use supervision and consultation to guide professional judgment and behavior

#### ***Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice***

2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels

2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

#### ***Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice***

3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.

3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

***Competency 4: Engage in practice-informed research and research-informed practice***

4.1 Apply research findings to inform and improve practice, policy, and programs

4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

***Competency 5: Engage in policy practice***

5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services

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

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

6.1 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

***Competency 8: Intervene with individuals, families, groups, organizations, and communities***

8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

***Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities***

9.1 Select and use culturally responsive methods for evaluation of outcomes

9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

**Academic Regulations**

**Admission Requirements**

Consistent with University requirements, the MSW Program requires a bachelor's degree from an accredited college or university to qualify for admission to graduate studies at FSU.

Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the MSW Program are expected to meet the following criteria:

**Advanced Standing Degree and GPA Requirements:**

1. Completion of a baccalaureate degree in social work from an accredited college or university.
2. A minimum 3.0 GPA on a 4.0 scale in all undergraduate work.

**Full-time and Weekend Part-time Degree and GPA Requirements:**

1. Completion of a baccalaureate degree from an accredited college or university.
2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.

**Other Admission Requirements for Advanced Standing, Full-time, and Weekend Part-time**

1. Three complete recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another

employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.

2. A personal statement of no more than five (5) typed, double spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession.

### **Disclosure of Background Information**

As part of the application and admissions process, students are required to disclose any information that could reasonably be expected to appear on a criminal or professional background check. Failure to disclose relevant information at the time of application may result in serious consequences. If undisclosed information later emerges, whether during the practicum placement process or through any external inquiry, the program reserves the right to take corrective action if this information was omitted on the application. Such action may include dismissal from the program.

### **Native Language other than English**

Applicants whose native language is other than English must provide an acceptable proficiency level as indicated by attainment of scores of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL), or 85 on the Michigan Test of English Language Proficiency (MTELP), or completion of Level 8 at an ESL Language Center with a positive recommendation on readiness to pursue university work. Results must be forwarded to the Admissions Office before consideration can be given to applicants for admission.

### **Credit for Work and Life Experience**

The MSW Program does not grant academic credit for life or work experience. Only students admitted to the program may take social work courses. Also, only those students who have been admitted to the program and who have completed all required prerequisite course work, may enroll in practice courses and in the practicum instruction courses.

### **Process to Ensure Applicants Holding A BSW Degree do not repeat Undergraduate Generalist Content**

The MSW Program offers an Advanced Standing option for applicants who have earned a BSW within the past five years from a CSWE-accredited program and achieved a minimum GPA of 3.0. While applicants with a BSW degree are eligible to apply for any of our program pathways, we strongly encourage them to consider the Advanced Standing option. This accelerated track begins in the summer with two required bridge courses and concludes the following May. During the application review process, the MSW Admissions Committee evaluates all applicants who hold a BSW degree for potential admission into the Advanced Standing program. Any applicant

who applies for a different pathway but meets the requirements for the Advanced Standing program is contacted to ensure their knowledge of the Advanced Standing program.

### **Students with a BSW from a CSWE-Accredited Program not Eligible for Advanced Standing**

The MSW Program recognizes that some students who earned a BSW from a CSWE-accredited program may not meet the criteria for admission into the Advanced Standing program. To remain compliant with CSWE standards, the MSW Program has adopted the following procedure to ensure that these students do not repeat generalist-level content at the master's level.

Students who hold a BSW from a CSWE-accredited program but are not admitted to Advanced Standing may request admission into the full-time or part-time MSW program. If admitted, the student may submit a Graduate Programs Course Waiver or Substitution Request Form, located on the Registrar's website. ([Graduate Course Waiver Form](#))

#### **To request a waiver or substitution, the student must:**

1. Meet with their assigned MSW advisor or the MSW Program Director to discuss the feasibility of submitting the waiver request, including any potential impacts on financial aid eligibility, Military and Veteran Affairs benefits, and overall matriculation or degree progression.
2. Supply a copy of the syllabus for each course they wish to have waived from the CSWE-accredited BSW program where the course was taken.
3. Demonstrate a grade of B or higher in the equivalent undergraduate course (A copy of the official transcript can be obtained by the advisor or MSW Program Director from the Admission's Office).
  - Students who earned below a B in the relevant undergraduate course are not eligible for this process, as a grade below B does not demonstrate sufficient achievement of the course competencies.
4. Provide written justification explaining the reason for the request.
5. Submit the completed form and all required attachments to their assigned academic advisor or MSW Program Director.

#### **Upon the advisor receiving the request:**

1. The advisor will review the request and submit a recommendation to the Associate Dean.
2. The Associate Dean will then review the materials and forward a recommendation to the Assistant Dean of the College of Humanities and Social Sciences (CHSS) and the Dean of CHSS.

3. The Dean of CHSS will send the final decision to the Registrar's Office, with copies to the student, the advisor, the MSW Program Director, and the Associate Dean.

**Submission Requirements:**

Students must submit the official request to their advisor **60 days** before the start of the semester.

- Students who fail to submit the request 60 days before the start of the semester will automatically be found ineligible to receive the waiver.
- Submission of the waiver request does not guarantee approval.

**Credit Compliance Following Approved Waivers:**

The approval of course waivers may impact the total number of credits required for matriculation. If a waiver is granted, students must consult with their advisor and/or the MSW Program Director to determine appropriate course selections to ensure that progress toward graduation is not negatively affected.

To meet the minimum credit hour requirements for graduation, students are strongly encouraged to enroll in a certificate program. When appropriate, the advisor or MSW Program Director will initiate and follow the required procedures to add the certificate program to the student's official plan of study. [Adding Certificate Program Form](#)

**Appeal Process Following Denied Waivers:**

In the event that the waiver request is denied and the student disagrees with the decision, the student will follow the established transfer credit appeal process. [Transfer Credit Appeal Form](#)

**Documents to be submitted for Admission:**

The following documents should be submitted to Fayetteville State University Graduate Admissions using the grad apply portal: <https://gradapply.uncfsu.edu/>

1. A completed Application for Admission to Graduate Instruction with the \$50.00 non-refundable application fee.
2. All baccalaureate transcripts and any transcript(s) of previous graduate study.
3. Three complete recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.
4. A resume

5. A personal statement of no more than five (5) typed, double-spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession.

### **Transfer of Credit**

The MSW program accepts a limited number of transfer students each year. Transfer credits, up to 6 semester hours, may be accepted from a master's degree program accredited by the CSWE based on a review by the MSW Admissions Committee. Applicants must meet the following requirements:

- Admission requirements of the MSW Program at FSU;
- Submission of a letter of recommendation from the Dean or Dean's designee of the previous or current MSW program relative to the student's status during enrollment; and
- Within 30 days of notification of acceptance into the Program and prior to enrollment, submission of a written statement of intent to transfer credit and the specific credit(s) for which transfer is requested to the MSW Program Director. The request for transfer of credit(s) must be accompanied by an official copy of the graduate catalog in effect at the time the course(s) was (were) taken. For each course for which transfer credit is requested:
  - The course must have been taken within six years of the date of the request;
  - The student must have earned a minimum grade of "B" or 3.0 on a 4.0 scale; and
  - The name of the course and the course syllabus (including the bibliography) must be provided.

Students will be notified by email or regular mail of the decision regarding transfer credits.

Credits gained in correspondence courses at any institution will not be accepted.

### **Determining Course Equivalency for Transfer**

Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to the MSW Program Director for initial approval. The recommendation is forwarded to the Associate Dean for review and approval. Course work may be transferred upon the student's admission into a graduate studies program. Course work transferred must not be older than six (6) years at the time the degree is awarded.

### **Process for the Evaluation of Applications and Notification**

The Admissions Office conducts the initial screening of all applications to ensure that all required documents are included. Required materials include official transcripts, letters of recommendation, a résumé, and a personal statement.

Once an application is deemed complete and the application fee has been paid, the MSW Admissions Committee Chair, typically the MSW Program Director, is notified that the file is ready for program review. The Chair conducts a preliminary review to confirm that all materials required for MSW admission have been received.

Following this review, the Chair forwards the list of completed applications to the MSW Admissions Committee. Each applicant is assigned two reviewers: a primary reviewer and a secondary reviewer. After both reviewers have completed their evaluations, the full application packet is sent to the MSW Program Director for review.

Upon completion of the Program Director's review, the application is submitted to the Associate Dean. The Associate Dean conducts an additional review and then advances the application to the Assistant Dean of the College of Humanities and Social Sciences, who makes the final admissions decision.

The final decision is communicated to the Admissions Office, which prepares and sends the formal notification letter to the applicant. For those who are conditionally accepted, the Admissions Office includes the criteria that must be satisfied for the applicant to be fully accepted into the program. For applicants who have been admitted to the program, the MSW Program Director sends a letter to the applicant welcoming them to the program and informing them of the dates, times, and location of the required new student orientation and provides other program specific instructions.

**As outlined in section II, Jurisdiction, in the [Code of Student Conduct](#), the University reserves the right to dismiss any student prior to his or her enrollment by rescinding that student's admission, without a hearing, upon finding of cause to do so. Such a finding shall be an administrative decision rendered by the Provost or the Vice Chancellor for Student Affairs or his or her designee.**

### **New Student Orientation**

Upon admission into the program, students will be invited to attend the Master of Social Work (MSW) New Student Orientation. Attendance at the MSW New Student Orientation is mandatory for all incoming students. Failure to attend the orientation will result in an inability to enroll in courses and may lead to the withdrawal of your admission offer.

### **Student Advisement**

Upon admission to the MSW Program each student will be assigned a faculty mentor/advisor. The mentor/mentee advisor/advisee relationship is an ongoing relationship, which continues throughout the student's program of study. The faculty mentor/advisor assists the student in navigating the requirements of the program, choice of courses, planning for additional graduate study, and career considerations. The student's program of study is developed in consultation with the mentor/advisor. Mentors/Advisors maintain a program folder for each advisee through the completion of the degree. Faculty mentors/advisors are trained in the use of Banner, which provides both students and faculty with information on program requirements, courses taken by the student, and other pertinent data. Students have access to information regarding the courses

they have taken and on-line registration capability through the Web from the Students Information System.

The MSW Director of Practicum Education provides advisement relative to specific entry into practicum instruction.

The assignment of mentors/advisors is made through the office of the MSW Program Director. Factors taken into consideration in the assignment of mentors/advisors include faculty course/workload, number of mentees/advisees assigned to the faculty member, and the student's identified interest in an area of concentration. Students may request a change of mentors/advisors at any time.

### **Professional Advisement**

The assigned faculty mentor/advisor in collaboration with the MSW Practicum Education Director provides comprehensive professional advisement to support student's academic progression and overall professional development. This advisement includes assistance with resume building, mock interviewing, career planning, and licensure preparation. Additionally, we partner across campus with other university partners like Career Services who help with professional attire and job applications. Faculty mentors also offer guidance related to pursuing doctoral education and consult with students on any professional or personal matters that may affect their ability to successfully matriculate through the program.

### **Registration**

The registration and pre-registration for classes begin with a consultation with the academic mentor/advisor. In preparation for the meeting with the mentor/advisor, students should make an appointment with the mentor/advisor and review their program of study and their transcripts to identify courses needed for the semester. Students register online in Banner where they obtain valuable information such as course offerings, grades, billing information, status of financial aid application, and other types of information.

### **Plans of Study**

#### **Advanced Standing Program**

Advanced standing status is awarded to eligible graduates of CSWE accredited baccalaureate social work programs. Advanced standing is a one-year full-time academic program. Students must have completed their bachelor's degree in social work within five years of expected enrollment in the MSW Program. Students must have a cumulative 3.0 GPA to apply for advanced standing. It is assumed advanced standing students will have mastered the fundamentals and demonstrated the ability to perform in an accelerated learning program.

**MASTER OF SOCIAL WORK DEGREE  
ADVANCED STANDING:  
(1.5 Academic Year/11 Months: Total of 35 semester hours)**

**SUMMER**

<b>Summer Session II</b>			
SWRK <b>501</b> : Professional Writing for Social Work	3	SWRK <b>608</b> : Statistics and Research Seminar	3
Total Semester Hours	3	Total Semester Hours	3

**FIRST YEAR**

<b>Fall Semester I</b>		<b>Spring Semester I</b>	
SWRK <b>606</b> : Social Work Practice Seminar	3	SWRK <b>635</b> : Management of Human Service Organizations	3
SWRK <b>609</b> : Advanced Social Work Practice with Groups	3	SWRK <b>662</b> : Ethics in Social Work Practice	3
SWRK <b>626</b> : Substance Abuse Intervention	3	<b>Children and Family - SWRK 620:</b> Social Work Practice w/Child & Adolescence  <b>Or</b> <b>Mental Health - SWRK 630:</b> Assessment of Mental Disorders	3
<b>Children and Family - SWRK 610:</b> Social Work Practice w/Families  <b>Or</b> <b>Mental Health - SWRK 615:</b> Social Work Practice in Mental Health	3	SWRK <b>657</b> : Social Work Practicum Instruction IV	4

SWRK 656: Social Work Practicum Instruction III	4		
<b>Total Semester Hours</b>	16	<b>Total Semester Hours</b>	13

**MASTER OF SOCIAL WORK DEGREE  
FULL-TIME PROGRAM:  
(2 year: Total of 61 semester hours)**

**FULL TIME PROGRAM: FOUNDATION YEAR**

Fall Semester I		Spring Semester I	
SWRK 501: Professional Writing for Social Work	3	SWRK 601: Social Welfare Policy & Services	3
SWRK 602: Human Behavior and the Social Environment I	3	SWRK 603: Human Behavior and the Social Environment II	3
SWRK 604: Applied Social Work Research Methods	3	SWRK 607: Social Work Statistical & Data Analysis	3
SWRK 611: Social Work Intervention with Individuals and Families	3	SWRK 612: Social Work Intervention with Groups, Communities, and Organizations	3
SWRK 651: Social Work Practicum Instruction I	4	SWRK 652: Social Work Practicum Instruction II	4
<b>Total Semester Hours</b>	16	<b>Total Semester Hours</b>	16

**FULL TIME PROGRAM: ADVANCED YEAR**

Fall Semester II		Spring Semester II	
SWRK 609: Advanced Social Work Practice with Groups	3	SWRK 635: Management of Human Service Organizations	3
SWRK 613: Multicultural Practice with Diverse Populations	3	SWRK 662: Ethics in Social Work Practice	3
SWRK 626: Substance Abuse Intervention	3	<b>Children and Family - SWRK 620:</b> Social Work Prac. w/Child & Adolescence _____ or <b>Mental Health - SWRK 630:</b> Assessment of Mental Disorders _____	3

<b>Children and Family - SWRK 610:</b> Social Work Prac. w/Families _____ or <b>Mental Health - SWRK 615:</b> Social Work Prac. in Mental Health	3	SWRK 657: Social Work Practicum Instruction IV	4
SWRK 656: Social Work Practicum Instruction III	4		
<b>Total Semester Hours</b>	16	<b>Total Semester Hours</b>	13

**MASTER OF SOCIAL WORK  
WEEKEND/PART-TIME PROGRAM:  
(3 year: Total of 61 Semester hours)**

**FIRST YEAR**

Fall Semester I		Spring Semester I	
SWRK 501: Professional Writing for Social Work	3	SWRK 601: Social Welfare Policy & Services	3
SWRK 602: Human Behavior and the Social Environment I	3	SWRK 603: Human Behavior and the Social Environment II	3
SWRK 611: Social Work Intervention with Individuals and Families	3	SWRK 604: Applied Social Work Research Methods	3
		SWRK 612: Social Work Intervention with Groups, Communities, and Organizations	3
<b>Total Semester Hours</b>	9	<b>Total Semester Hours</b>	12

**WEEKEND/PART-TIME PROGRAM  
SECOND YEAR**

Fall Semester II		Spring Semester II	
SWRK 607: Social Work Statistical & Data Analysis	3	SWRK 662: Ethics in Social Work Practice	3
SWRK 613: Multicultural Practice with Diverse Populations	3	SWRK 626: Substance Abuse Intervention	3
SWRK 651: Social Work Practicum Instruction I	4	SWRK 652: Social Work Practicum Instruction II	4
<b>Total Semester Hours</b>	10	<b>Total Semester Hours</b>	10

**WEEKEND/PART-TIME PROGRAM  
THIRD YEAR**

Fall Semester III	Spring Semester III
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SWRK 609: Advanced Social Work Practice with Groups	3	<b>Children and Family - SWRK 620:</b> Social Work Prac. w/Child & Adolescence _____ or <b>Mental Health- SWRK 630:</b> Assessment of Mental Disorders _____	3
<b>Children and Family - SWRK 610:</b> Social Work Prac. w/Families _____ or <b>Mental Health - SWRK 615:</b> Social Work Prac. in Mental Health	3	SWRK 635: Management of Human Service Organizations	3
SWRK 656: Social Work Practicum Instruction III	4	SWRK 657: Social Work Practicum Instruction IV	4
<b>Total Semester Hours</b>	10	<b>Total Semester Hours</b>	10

### Class Attendance

Students in the MSW Program are expected to attend class regularly and punctually. Students are responsible for completing any assignments missed due to absences, regardless of the reasons for absence. Students cannot have more than two days of unexcused absences per class per semester. **Two or more unexcused absences will result in an F in the course.**

For planned absences (e.g., doctor’s appointments, conference attendance), students must submit their request using the [MSW Student Excused Absence Request Form](#) **no less than 72 hours before** the planned absence. For unplanned absences (e.g., a death in the family, illness), students must submit their request **no more than 24 hours after their return**. This process should **not** be used to submit pregnancy-related concerns, religious observances, or accessibility accommodation needs. Students must contact the **Title IX Office** for pregnancy-related concerns and religious observances, and the **Accessibility Services Office** for accommodations related to a disability.

This form may be used for the following situations:

- Medical appointments
- Hospitalizations or other medical emergencies
- Court-related matters
- Death in the family
- Military-related matters
- Conference presentations

This form does not replace direct communication with the professor, and students are encouraged to speak with their instructor whenever possible. Once the request has been received and reviewed by the MSW Program Director, both the student and the instructor will receive an email within **48–72 hours** confirming that the absence request was received along with the recommended outcome.

**Approvals** For approved, excused absences, students will be given an opportunity to make up missed work from the period of the absence. Students are responsible for meeting with their instructor to determine the appropriate timeframe for submitting any missed assignments.

**Denials** If an excused absence request is denied, students have the right to submit a written appeal directly to the instructor and the MSW Program Director. If the appeal outcome remains unsatisfactory to the student, they may proceed with the grade appeal process outlined in the course syllabus.

## **Grading**

Students enrolled in the MSW Program must maintain satisfactory progress toward the degree. Following the FSU Graduate Catalog, the MSW student is expected to achieve a satisfactory grade of “A” or “B” in all course work attempted for graduate credit. A student who receives three “C” grades, has under a 3.0 GPA or one “F” grade in any course will be withdrawn from the graduate program.

The FSU grading scale for graduate courses are:

- A - Superior
- B - Good
- C - Marginal (Acceptable for graduate credit.)
- F - Failure (Any level of performance below “C”)

Interim grades:

I - Incomplete

IP - In Progress (dissertation/thesis only)

Other grading symbols:

W - Withdrawal

WU - Withdrawal from university

AU - Auditing (no credit)

FN - Withdrawal due to non-attendance

## **Grading for Practicum Placement**

Evaluation of student performance is graded A, B, C, and F, and “I” (incomplete). The practicum grade is a combination of the Practicum Placement Performance Evaluation grade and incorporates completion of the required hours for the placement, class attendance (present and on time), participation and timely submission of required documents to their Seminar Instructor. A grade of “A” indicates a student has excelled in aspects of practicum, and a grade of “B” indicates the student has met expectations, and a “C” means the student met minimal expectations in practicum. An “I” grade is issued to students who were unable to complete hours in the previous semester and are approved to continue in practicum by the MSW Practicum Director. Course requirements are met no later than the end of the following semester. When course requirements are completed, a letter grade is recorded. Grading Policies for Practicum Education are as following:

1. A student who receives an “F” in Practicum Education I, II, III, or IV will be administratively withdrawn. A student cannot repeat Practicum Education if a grade of “F” is received.

2. A student receiving an “I” in a Practicum Education course must complete all requirements to resolve the “I” by the next semester.

### **Incomplete Grades**

The grade of “I” may be assigned only when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete a specific course requirement such as a report, practicum experience, experiment, or final examination. An Incomplete Grade may not be assigned to students who have failed to fulfill multiple requirements in a class.

An “I” grade must be removed before the end of the next regular (fall or spring) semester immediately following the semester or term in which the “I” grade was assigned. If the “I” grade is not removed within the stipulated time limit (see the academic calendar), the grade will be converted to a grade of “F.” Students are responsible for initiating the actions necessary to remove “I” grades.

### **Assignment Submissions**

The MSW program does not accept late assignments. All coursework must be submitted by the established due dates. Students are responsible for reviewing their course syllabi and Canvas for specific submission deadlines and times. All assignments must be submitted through the University’s learning management system, Canvas; assignments will not be accepted via email or in person unless otherwise directed by the instructor. Failure to submit assignments by the deadline will result in a grade of “F.” Exceptions may be granted only with prior approval from the instructor. If a late assignment is approved, it may be subject to a grade penalty as determined by the instructor. Students who receive accessibility accommodations remain responsible for communicating with their instructor regarding assignment expectations and deadlines.

### **Repeating Courses**

According to the FSU Graduate Catalog a student who receives a grade of C in a graduate course may repeat that course once without permission. The student must submit the Course Repeat form to the Office of the Registrar. To repeat a second course in which a student earned a grade of C, the student must seek permission from the graduate coordinator and department chair. The department must submit the Course Repeat form to the Office of the Registrar. The grades earned on the first attempt and on the repeat attempt will remain a part of the student’s permanent record and will be shown on the student’s transcript. The grade and hours earned in the first attempt will not be computed in the grade point average. Enrollment will be terminated if a student receives a grade of “F” or “U” in a repeated course. A course may be repeated once only. The tuition surcharge will apply for all hours attempted beyond 140 credit hours and eight semesters.

### **Student Evaluation and Performance**

#### **Evaluation of Professional Performance**

The MSW Program adheres to the University’s policy on professional performance, in alignment with the NASW Code of Ethics. Students are expected to demonstrate professional behavior both inside and outside of the classroom and to comply with the student conduct expectations outlined in the Code of Student Conduct and the NASW Code of Ethics. Students are encouraged to view

the complete conduct policy by visiting the Fayetteville State University Website. Failure to uphold these standards may result in disciplinary action, including possible dismissal from the program.

**Below is an excerpt from the Fayetteville State University Code of Student Conduct which the MSW Program Adheres to:**

The University reserves the right to take necessary and appropriate action to protect the safety and well-being of its campus community. This Code applies to all undergraduate and graduate students as defined below. The University's jurisdiction and conduct processes shall govern behavior which occurs on University premises, at University- sponsored events or at other off-campus locations if the conduct adversely affects the University community and/or the pursuit of its objectives as determined by University officials. With regard to misconduct on other UNC System constituent institution campuses, the Code applies to any University student cited or arrested by law enforcement authorities or cited by another constituent institution for engaging in misconduct, disruption, trespass, or other conduct creating a public safety threat to the student or others.

A student whose conduct has been found to be in violation of established University policies and regulations may also be subject to appropriate actions by individual University offices which may or may not give rise to a formal charge under the Code. In addition, an incident may result in criminal or civil charge as well as a University disciplinary action. Unless otherwise provided by law, University disciplinary proceedings and court proceedings may occur concurrently. University proceedings, investigations, and resolutions shall be prompt, fair, and impartial. The University also reserves the right to dismiss any student prior to his or her enrollment by rescinding that student's admission, without a hearing, upon a finding of cause to do so. Such a finding shall be an administrative decision rendered by the Provost or the Vice Chancellor for Student Affairs or his or her designee.

A student's non-academic behavior on- or off-campus may be subject to disciplinary action as outlined below.

- Reports of Non-Academic Misconduct
  - Individual Student
    - A report of non-academic misconduct may be made against a student by any person. A report of non- academic misconduct is not considered a formal charge.
    - Reports of non-academic misconduct may also be filed as a result of, or during a conduct process which may result in a separate formal charge and hearing.
    - A person who files a report will be required to cooperate as required by the Director and appear and testify at any proceeding related to the report. A report of non-academic misconduct may be by any method allowed by the

Director which may include, but not be limited to, either of the following methods:

- a. Campus Appearance Ticket (CAT). A CAT is a document issued by the University's Police and Public Safety Department (University Police Department) when a police officer believes that a student has committed an act(s) in violation of the Code and/or other University policies. The University Police Department may amend a CAT to reflect additional violations or a more accurate description of an initial violation.
  - University Incident and Student Complaint Form. Anyone may report misconduct against a student by completing a report through Maxient, the University's electronic student conduct system. The form can be submitted online at <https://cm.maxient.com/reportingform.php?FayettevilleStateUniv>. The form must be submitted within five (5) business days of the alleged incident. Upon good cause, the Director may extend this deadline.
- **Reports Involving Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence and Sex - Based Stalking by a Student**
- The University is committed to fostering a safe campus environment where sexual harassment, sexual misconduct, domestic violence, dating violence, and sex-based stalking are unacceptable and are not tolerated. In keeping with this commitment, the University has implemented a Prohibited Sexual Conduct Policy prohibiting such misconduct by a student or employee against a student, employee, or other person attempting to access a University program or activity. The purpose of the policy is to protect the rights of a victim, as well as the rights of a Respondent. Most reports of sexual harassment, sexual misconduct, dating violence, domestic violence, and sex-based stalking by a student against a student, employee, or other individual seeking to access a University activity or program will be investigated as required by the Prohibited Sexual Conduct Policy. Adjudications of responsibility shall meet the requirements of that policy as well as the Code.
  - The following allegations shall not be resolved under the University's Prohibited Sexual Conduct Policy and may be resolved under the normal Code procedures:
    - When a Complainant chooses not to file a formal complaint with the Title IX office and the Title IX Coordinator declines to file on behalf of that Complainant,
    - When a Complainant is not participating in or attempting to participate in a University education program or activity,
    - When allegations occurred outside the United States, and/or

- When incidents did not occur as a part of a University program or activity. [Note: The Director should make the Title IX coordinator aware of these complaints. Such complaints against students may be resolved under the Code of Student Conduct provisions as determined by the Director].

The full policy is accessible online: [Student Conduct Policy](#)

### **Evaluation of Academic Performance**

Student performance is evaluated in each course using a variety of assessment strategies identified in the course syllabus. MSW students are expected to achieve a grade of “A” or “B” in all courses. A student who receives three “C” grades, has under a 3.0 GPA or one “F” grade in any course will be withdrawn from the MSW Program. MSW students must attend class regularly and punctually and are responsible for completing any work due to absences.

Students enrolled in the MSW Program are expected to exhibit ethical behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that would place themselves, the MSW Program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for dismissal from the program. The evaluation of students involved in practicum instruction is outlined in the Practicum Instruction Manual.

Students are also evaluated based on preparation for class; attendance; participation; appropriate dress; appropriate behavior; and readiness for the profession. This is captured through the class participation portion of the course.

### **Involuntary Withdrawal Policy**

Fayetteville State University is committed to the safety and welfare of its students and employees while maintaining a campus environment conducive to student learning, academic achievement, and respect for the rights and privileges of all members of its community. To protect members of the University community and preserve the integrity of its learning environment, it may become necessary to involuntarily withdraw or issue an interim involuntary withdrawal of a student who is engaging in behavior that either poses a significant danger of causing imminent physical harm or of directly and substantially impeding the lawful activities of other members of the campus community.

The Involuntary Withdrawal Policy sets forth the conditions and procedures in which a student may be involuntarily withdrawn from the University and is intended to address serious observable behaviors exhibited by a student. This Policy represents an administrative process, not a disciplinary process. This Policy does not take the place of disciplinary action under the Code of Student Conduct (Code) or other policies, nor does it preclude the discipline of students as a result of violations of the Code or other policies. This Policy will be applied in a non-discriminatory manner consistent with applicable federal and state laws prohibiting discrimination based on disability and will be applicable to all University students who are enrolled in any classes at the University.

### **Termination Procedure due to Professional Performance**

Students enrolled in the MSW Program are expected to exhibit ethical behavior consistent with the NASW Code of Ethics and the FSU Student Code of Conduct. Students should not engage in any behaviors that would place themselves, the MSW program, or Fayetteville State University in jeopardy. Failure to maintain program and university requirements may be grounds for dismissal from the program. Other grounds for termination include:

- Inappropriate conduct in the practicum placement or in connection with other social work-related duties including but not limited to behavior, which indicates lack of professional judgment, skills, and demeanor necessary for effective and ethical practice.
- Assaultive behavior including harassment or discriminatory activities and actions, which threaten or harm the physical and/or emotional well-being of others.
- Conduct which occurs off campus which may indicate a lack of suitability for social work practice (i.e., criminal code violations).
- Professional conduct resulting in litigation or where other outside procedures are pending or have taken place (i.e., an internal grievance in relation to ethical practice in a human service agency).

### **Procedures for Termination**

- Any student, faculty member, including classroom instructor, MSW Practicum Education Director, seminar instructor/liaison, task supervisor or faculty advisor can submit in writing that the MSW Program Director consider terminating a student for one of the above reasons.
- Upon receiving the referral for proposed termination, the MSW Program Director will appoint members of the faculty to serve on the MSW Program Academic Committee.
- The MSW Program Director will submit the student termination request to the MSW Program Academic Committee.
- The MSW Program Academic Committee will initiate and coordinate consultations with relevant parties regarding the recommendation of student termination. The consultation could be a joint meeting(s) with the student, and relevant faculty, faculty advisor and/or practicum personnel.
- The student will be invited to attend a hearing regarding the matter. The hearing will consist of members of the MSW Program Academic Committee. The student is allowed

to have a representative present provided that all required FERPA paperwork is signed as needed.

- The Academic Committee will review the evidence in order to determine whether the alleged violation occurred and assess whether there are grounds for termination.
- The Academic Committee submits in writing a recommendation to the MSW Program Director.
- The MSW Program Director will notify the student in writing the Academic Committee's recommendation.
- Any student terminated from the MSW Program may appeal. To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences. By conferring with the student and MSW Program Director, the dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the MSW Program Director's decision, the Dean of Graduate Studies will notify in writing the MSW Program Director, and the student. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated.
- Students who are terminated from the MSW Program are administratively withdrawn from all course work.

## **Appeal Process**

### **Professional Performance Termination Appeal Process**

Any student terminated from the MSW Program may appeal. To initiate appeals, students must apply in writing to the Dean of the College of Humanities and Social Sciences. By conferring with the student and MSW Program Director, the Dean will seek resolution by agreement. Failing such resolution, the dean will transmit the written appeal to the Dean of Graduate Studies, who will convene the Student Affairs and Appeals Committee consisting of the Dean of Graduate Studies as chair and five members of the graduate faculty appointed by the Dean of Graduate Studies. If the committee affirms the MSW Program Director's decision, the Dean of Graduate Studies will notify in writing the MSW Program Director, and the student. If a student is not satisfied with the decision of the Grade Appeals Committee, he or she may appeal to the Provost and Vice Chancellor for Academic Affairs, the Chancellor, and Board of Trustees, in that order. If the Committee supports the student's appeal, it will prescribe the method by which the student will be reevaluated.

## Academic Appeals

If a student thinks that a final grade is inaccurate, he or she should first consult with the faculty member who awarded the grade. The university expects the majority of grade appeals to be resolved by the student and instructor. If the instructor agrees to change the student's grade, the instructor must submit a grade change form for approval by the department chair/associate dean, college dean, and graduate school director. The Registrar's Office will inform (by email) the student, the instructor, and the department chair/associate dean about the grade change. If these informal efforts are unsuccessful in resolving the student's concern, the student may initiate a formal grade appeal.

The formal grade appeal must include documentation that one or more of the following occurred:

- the instructor made an error in calculating the final grade;
- the final grade was based on criteria and/or standards at variance with the course syllabus; and/or
- the final grade was based on factors other than student achievement/performance.

Failure to address one or more of these three reasons is a basis for rejection of that appeal. Students must recognize that they bear the burden of proof in the grade appeal process and that a grade appeal will not be successful without appropriate documentation.

The student must submit the written appeal, with documentation, first to the instructor. If the instructor rejects the appeal, the student may submit the appeal to the instructor's department chair/associate dean. If the department chair/associate dean rejects the appeal, the student may submit the appeal to the college dean of the instructor. If the college dean rejects the appeal, the student may submit the appeal to the Provost and Vice Chancellor for Academic Affairs. If the department chair/associate dean or college dean supports a grade appeal, he or she will forward to the next administrative level for review. The grade appeal will be considered at each administrative level only after it has been reviewed at all previous levels. To ensure review of appeals at each level, each respondent to the appeal will send a copy of the response to the next higher review, i.e., faculty will send copy to department chair/associate dean, department chair/associate dean to college dean, and college dean to provost. The department chair/associate dean and college dean will respond to the grade appeal either by upholding the original grade or working with the faculty member (and, in the case of the college dean, with the department chair/associate dean) to propose a means of re-evaluating the student's final grade. The department chair/associate dean and college dean do not have the authority to change a student's grade.

If the student submits the written appeal to the Provost and Vice Chancellor for Academic Affairs, the appeal will be submitted for review to the FSU Graduate Council. If the appeal is based on grounds other than the three specified above, the FSU Graduate Council will reject the appeal without further review. If the appeal is based on one of three grounds specified above, the FSU Graduate Council will discuss the appeal with the instructor and the student and, after a careful review of all relevant information, recommend either that the original grade be upheld or that a new grade be awarded. If the FSU Graduate Council upholds the original grade, the student will be informed in writing of the decision of the Council. If the FSU Graduate Council

recommends a new grade and the recommendation is approved by the Provost and Vice Chancellor for Academic Affairs, the FSU Graduate Council's recommendation will be forwarded to the Registrar, with a copy to the faculty member, for notation on the student's record.

A complete record of the grade appeal process will be placed in the student's permanent file. The Registrar's Office will inform (by email) the student, the instructor, and the department chair/associate dean about the grade change.

**The decision of the Provost and Vice Chancellor for Academic Affairs regarding a grade appeal is final and may not be appealed further.**

### **Timeline for Formal Grade Appeal Process**

Students must initiate the formal grade appeal process no later than the 20th day of class in the next fall or spring semester after the contested grade was received. Grade appeals submitted after this deadline will not be considered. Grade appeals will be resolved before the end of the semester in which they are submitted.

Grade appeals are not considered during the summer.

Graduate students who initiate a formal grade appeal in the same semester that they plan to graduate should be aware that the grade appeal will very likely NOT be resolved in time for graduation clearance.

### **Final Grade Change**

Once an instructor of a course has reported a grade to the Registrar, it cannot be changed except in case of error in calculation, reporting, or recording. The instructor, associate dean/department chair, dean of the school/college, and the Dean of Graduate Studies, Provost and Vice Chancellor for Academic Affairs must approve any change made. Students who think an error in grading has been made are advised to consult with the instructor as soon as the formal grade is received. The erroneous grade must be reported to the instructor for correction during the next semester, but no later than twelve (12) months after the term in which the grade was assigned.

### **Graduation Requirements**

Sixty-one (61) semester credit hours of social work courses are necessary for the completion of the program. Thirty-eight (38) semester hours of foundation courses are required for all students. Students may choose either the Children and Family Services or Mental Health areas of concentration. The remaining twenty-three (23) hours include concentration courses and advanced courses. Students are also required to take SWRK 662 Ethics in Social Work Practice to fulfill the requirements for their MSW degree.

**While we expect students to successfully matriculate through our MSW Program, the program cannot guarantee licensure or employment upon graduation.** Outcomes

related to professional licensure and employment depend on factors beyond our control, including but not limited to a student's interviewing skills, background checks, and other individual circumstances that may affect eligibility.

### **Time Limit for MSW Degree Completion**

All master's degrees, including the thesis, directed study, internship, and comprehensive examinations, must be completed within six (6) calendar years from the date of the first course(s) carrying graduate degree credits applicable to the student's degree program. All graduate certificate programs must be completed within six (6) calendar years from the date of the first course(s) carrying graduate credits applicable to the student's graduate certificate program. No courses, including transferred or substituted courses, can be older than six (6) calendar years at the time a student graduates.

### **Certificate Completion Requirements**

It is important for students to be aware that the MSW Program and the Graduate Certificate Program are two separate credentials that have differentiated requirements that must be completed. Students who are completing the MSW degree concurrent with a certificate program must simultaneously complete all the separate requirements of both the MSW degree program and the certificate program to graduate from both programs without delaying graduation.

If a student is enrolled in the MSW program and a certificate program at the same time but cannot complete the requirements of the certificate program at the same time as the MSW program, students **must** detach the certificate program from their MSW program (*See Advisor/Mentor for this process*). Students may finish their certificate program after their MSW degree requirements have been completed and their degree has been conferred. If the certificate is not completed in the summer after MSW degree conferring, the student must apply to the university to complete the certificate program.

The students who have been admitted into the MSW Program and choose to complete one of the following certificate programs must complete the Adding Certificate to Master's Degree Form so that the certificate can be added to their MSW degree. The link for the Adding Certificate to Master's Degree Form can be found on the Registrar's website.

It is important to note that grades earned in the certificate program count toward the MSW program grades if the certificate is completed concurrently with the MSW degree.

### **Military Behavioral Health Certificate Program**

The purpose of the Military Behavioral Health Graduate Certificate Program is to provide behavioral health professionals knowledge and skills that will enhance their abilities to provide

quality care for active-duty military service members, veterans, citizen soldiers and their families as well as enhance their marketability in finding employment with organizations that target military populations.

### **Military Behavioral Health Certificate Program Admission Requirements**

Consistent with University requirements, this certificate program requires a bachelor's degree from an accredited college or university to qualify for admission to graduate study at FSU. Applicants are required to submit all baccalaureate transcripts and any transcript(s) of previous graduate study to Fayetteville State University; Admissions Office; 1200 Murchison Road, Fayetteville, North Carolina 28301-4298. Applicants for admission to the Military Behavioral Health Certificate Program are expected to meet the following criteria:

1. Completion of a baccalaureate degree from an accredited college or university.
2. A minimum 2.5 GPA on a 4.0 scale in all undergraduate work or a 3.0 in the last 60 hours completed.
3. Three complete recommendations must be provided from instructors or professors, employers, supervisors, and/or professional colleagues who can assess the applicant's potential for success in graduate school. One recommendation must be from a former instructor or professor if the applicant graduated within the last five (5) years. If the applicant graduated more than five (5) years ago, the applicant may obtain a recommendation from another employer, supervisor, and/or professional colleague. Recommendations from friends or family members are not appropriate and will not be accepted.
4. A personal statement of no more than five (5) typed, double spaced pages which addresses the applicant's: (a) interest in pursuing the profession of social work, (b) volunteer and paid work experiences, (c) future career plans, (d) community involvement, and (e) personal qualities that the applicant brings to the social work profession.

### **Required Courses**

SWRK 621 Social Work Practice with Military Families I  
SWRK 622 Social Work Practice with Military Families II  
SWRK 626 Substance Misuse Intervention  
SWRK 627 Advanced Clinical Social Work Practice with Trauma  
SWRK 628 Social Work Practice with Crisis Interventions  
SWRK 629 Advanced Social Work Practice in Concussion Support Care

### **Substance Misue Certificate Program**

The Substance Misuse Certificate Program is not active currently.

### **Student Input in the Curriculum**

The MSW Program regularly invites and supports student participation in shaping the implicit curriculum through multiple equitable and inclusive engagement mechanisms. Students are encouraged to contribute their perspectives, raise concerns, and influence program culture, communication, and learning environments.

Students have the opportunity to participate in School of Social Work student organizations, including the Master of Social Work Student Association (MSWSA). Within MSWSA, the Student Liaison Committee meets monthly (outside of the classroom) to discuss student concerns, offer suggestions, and generate ideas for forums and programs that reflect topics important to the student body. These meetings create a structured but informal space for students to share feedback in a supportive environment. This information is then reported to the faculty during monthly faculty meetings.

In addition, the program provides an anonymous MS Teams feedback form that is accessible to all students, regardless of organization membership or program pathway. Through this form, students can share feedback related to classroom experiences, program climate, and practicum education. Although the form is anonymous, students may voluntarily include their email address if they would like follow-up or individualized support. This system ensures that all students, including those who may feel less comfortable speaking publicly, have equitable opportunities to contribute to program development.

Students are also invited to serve on the School of Social Work Advisory Board and the Practicum Advisory Board. In these roles, students provide input on program policies, practicum processes, and emerging student needs, contributing directly to decisions that shape the implicit curriculum and the broader learning environment.

These inclusive channels for student participation reflect the program's commitment to fostering a learning climate that values student voice and integrates their feedback into continuous program improvement.

### **Participation in the implicit curriculum**

The MSW Program actively welcomes and values student participation in shaping the implicit curriculum. One key example of this involvement is the integration of students into the faculty hiring process. Students regularly engage in the evaluation of prospective faculty candidates by attending teaching or research demonstrations and submitting anonymous feedback. This feedback is reviewed by the hiring committee and meaningfully considered as part of the overall decision-making process, ensuring that student perspectives help inform the selection of faculty who will contribute positively to the program's learning environment.

Additionally, students play a vital role in shaping the program's culture and co-curricular offerings. The program invites students to take the lead in developing panel discussions, forums, and other events that reflect the interests and needs of the student body. Through these leadership opportunities, students influence the tone, climate, and shared learning experiences that contribute to the implicit curriculum. These practices affirm the program's commitment to

fostering an inclusive and participatory environment where student voices are recognized as essential to continuous improvement.

### **Input in the explicit curriculum**

The MSW Program invites students to actively engage in providing input on the explicit curriculum. Students who serve on the Advisory Board are given opportunities to review course syllabi and share their recommendations through a formal feedback form. Students also contribute feedback through the program's exit survey, which gathers insights about course content and instructional delivery. In addition, at the end of each course, students are encouraged to participate in a University-managed evaluation where they offer feedback on the course, assignments, and suggestions for improvement. Beyond these structured mechanisms, students may share course-related feedback directly with the Content Lead for the course and/or the MSW Program Director. All feedback is taken seriously, and adjustments to the curriculum or course delivery are made as appropriate to support continuous improvement.

### **Participation in the explicit curriculum**

As stakeholders of the program, students regularly participate in the explicit curriculum in many ways. Students are engaged in the delivery of the curriculum through course assignments which provide them with the opportunity to present on different topics and course chapters. Additionally, students contribute to the learning environment through class discussions, group activities, and peer-supported learning, which further enriches the overall educational experience.

## **Student Services**

### **Student Photo Identification Card**

According to university policy, all students must possess an official FSU Identification Card. Students should obtain ID cards during registration of the first semester in attendance. Cards should be validated at the beginning of each semester. This card should be carried always and should be presented when requested by a university official. ID cards are not transferable. Students found transferring cards are subject to disciplinary action. An FSU ID card is required to access the following services: check out materials from the library, gain admittance to athletic events, utilize the Health and Physical Education complex, gain admittance to dances and other activities, obtain an FSU Yearbook, and other purposes deemed appropriate by the university.

Students are required to obtain a new card if their card is lost or stolen. Students are also required to obtain a new card if their name changes. A fee of \$20.00 is charged to obtain a new card. Students should pay the fee at the cashier's window located in the Business office. Students should then take the receipt and another form of identification such as a driver's license or military ID to the Student Center during the following times: Tuesdays: 2:30 p.m. - 3:30 p.m. and 5:00 p.m. - 6:00 p.m.; Wednesdays: 11:00 a.m. - 12:00 noon.

Students requesting a name change should take their FSU ID card and a copy of the marriage certificate, driver's license, or military ID card with the corrected name to the Student Center. Students may call 910-672-1166 for additional information.

### **Computer Labs**

The campus has a variety of micro-computer laboratories available to assist students and faculty with their computing needs. There is an open-use microcomputer lab located in room 214 in the School of Business and Economics Building and Department Nursing Building. This lab is available seven days a week. The lab offers workshops to students in word processing, spreadsheet, database, and presentation software. All faculty and students have access to Citrix, a virtual office for when not on campus. This includes the Microsoft professional series.

### **Charles Chesnutt Library**

The Charles Waddell Chesnutt Library is the central research facility for Fayetteville State University and the surrounding community. Named for Charles Waddell Chesnutt, who was the third president of the institution and the first successful African American novelist, the library is a four-level contemporary building providing nearly 80,000 square feet of-space, seating for approximately 900 patrons, and a capacity for 500,000 volumes and over one million items of microform. The library currently has holdings more than 232,000 volumes; 21,422 reels of microfilm; 890,000 pieces of microfiche; 3,195 periodicals; and 56 newspapers. It is also a selective depository for state and federal documents.

The Chesnutt Library meets the informational needs of the university community by offering a variety of services and specific features. These include the following: electronic ordering in the acquisitions area; on-line cataloging and circulation system; remote access to its on-line public access catalog; access to Internet; local area network for CD-ROMs; fax machine; computerized information retrieval; audiovisual production; microform reading and copying facilities; computer terminals; microcomputers for users; media listening, viewing, and videotaping capabilities; and small, medium, and large group-study rooms, seminar rooms, and the J. C. Jones Boardroom. There are numerous displays and exhibits throughout the building.

The library also has an Archives and Special Collections area. The Archives section is responsible for maintaining a collection of official records, manuscripts, and materials relating to Fayetteville State University. The Special Collections section contains the papers and materials of Charles Waddell Chesnutt, James Ward Seabrook, and other African Americans and individuals who have made noteworthy contributions to southeastern North Carolina. The Special Collections section also includes selected materials by and about African Americans. These materials are available to scholars and researchers from the university and the community. Professional and support staff members are available to assist patrons with the on-line public access catalog, circulation, reference, and Inter-Library Loan services, and to provide informational tours, lectures, and classroom instruction. Extensive use is made of electronic databases and networks in the retrieval of information (e.g., NC LIVE, First Search, Internet) for use by library users.

Each student enrolled at the university receives an identification card that also serves as the library card for borrowing materials. In addition, all students are provided with library brochures that acquaint them with the facilities, services, rules, and regulations governing use of the library and library materials. A handbook is also provided as a guide to the efficient use of the library. Members of the public may gain access to Chesnutt Library services by joining the "Friends of the Charles W. Chesnutt Library.

Graduate students enrolled at Fayetteville State University may apply for a Cooperative Lending Card to use at other constituent libraries.

*Hours of Operation, Fall and Spring Semesters:*

Monday - Thursday 8:00 a.m. – 11:30 p.m.

Friday 8:00 a.m. - 6:00 p.m.

Saturday 9:00 a.m. - 6:00 p.m.

Sunday 1:00 p.m. - 10:00 p.m.

Hours are extended until 12:30 a.m. for midterm and final exams study. Hours during university holidays, breaks and between academic semesters: Monday through Friday 8:00 a.m. - 6:00 p.m. Saturday and Sunday closed.

### **Copying Services**

Copy machines are also available in the library and classroom buildings. Banner ID numbers are used to release printing jobs and access coping services.

### **Parking**

The Transportation and Parking Division of the University Police enforces campus traffic and parking regulations, controls vehicle registration, and coordinates visitor parking for both private and common carrier vehicles. All members of the university community, including students, must register their vehicles. Vehicles must be registered with the Traffic and Parking Clerk between the hours of 8 a.m. and 5 p.m. Monday through Friday. Vehicles may be registered in the fall and spring semesters during class registration. Vehicle registration fees are subject to change. Students should check the FSU website for the latest information on fees and other policies (Department of Police and Public Safety).

Students who need to bring a vehicle on campus for a week or less may purchase a temporary permit. Parking fines range from \$10.00 to \$100.00 depending upon the violation. Payment may be made in the form of cash, check, or money order 24 hours a day by dropping an envelope in the collection box at the Police Department or by mailing in the citation. Failure to pay a parking citation within 72 hours results in doubling of the fine amount and a hold on the student's account, which prevents registration, or receipt of transcripts/diploma. Parking citations may be appealed to the Chief of Police or his designee. FSU police officers issue North Carolina Uniform Citations for violations of state motor vehicle laws, such as speeding, which occur on campus. Such citations must be paid at the Magistrate's Office unless they require a court appearance. Further details regarding traffic and parking may be found by checking the internet

or stopping by the Police Department. Questions regarding any aspect of police or transportation and parking services may be directed to the Chief of Police.

Students are responsible for the protection of their valuables. The university is not liable for lost or stolen objects.

### **Services to Students with Disabilities**

Fayetteville State University's Center for Counseling and Accessibility Services offers personal support to students with disabilities. Working in conjunction with other areas of the university as well as community agencies and organizations, the Center works to enrich the educational opportunities offered to students with disabilities. Students in need of assistance from the Center should complete the "Services for Students with Disabilities" form and return it to the Center for Counseling and Accessibility Services. The Center's office hours are from 8:00 a.m. to 5:00 p.m. Monday - Friday. Other times are available by appointment.

Services for Students with Disabilities and the Drug and Alcohol Education Prevention program are also coordinated through the Center for Counseling and Personal Development.

Among the services provided by the center are pre-admission information, orientation, accessibility information, readers, and note takers. Instructional reading material in large print, Braille, audiovisual equipment, and cassette recorders are available to students upon request. The university can acquire text and other books on tape through an annual subscription to Recordings for the Blind and Dyslexic. Voice activated software is being installed on computers in the Charles Chesnutt Library and several of the computer labs across campus. The Chesnutt Library also houses text and microfiche enlargers for use by students with disabilities. WFSS, the campus radio station, carries a program called reading for the Blind. Volunteers read newspapers from various locations across the state and nation as well as novels. The program is also available on the Internet as part of WFSS programming. The program works closely with social workers for the blind to ensure that the types of services offered are useful to listeners. Students and faculty desiring to do so may volunteer as readers.

### **Career and Employment Services**

The Student Academic Services Center provides advisement and career services, a multicultural advocacy and academic program designed to serve as a central location that provides information and services needed by students to perform successfully at the University level. This office operates on a developmental advising model. From career and model, focusing on a wider range of personal and academic issues with students, from career and life planning to academic progress, development of study skills, and the selection of appropriate courses. In addition, the Student Academic Services Center provides support to students experiencing academic or personal difficulty that interferes with their academic success.

### **School of Social Work Bulletin Boards and Emails**

The School of Social Work Bulletin Boards are in front of the School of Social Work Office and on the second floor in the Taylor Social Science Building. Students are encouraged to check the bulletin boards periodically for notifications such as workshops, conferences, department events,

career opportunities, department and social work news, course schedules and other announcements.

Fayetteville State University assigns every student an email address. The School of Social Work frequently uses email to distribute announcements to MSW students; therefore, all MSW students are required to have a personal or FSU email address. Students are responsible for providing the School of Social Work Administrative Support Associate and Associate Dean with their email addresses. In addition, faculty members frequently use email to communicate with their students. In addition to leaving a faculty member a voice mail, students should also consider email to communicate with faculty members. Students are strongly encouraged to check their emails on a regular basis.

### **Student Organizations**

#### **Master of Social Work Student Association (MSWSA)**

MSWSA was founded in the Fall of 2003. MSWSA unites MSW students and provides support for members as a group, as well as provides services to the community and the student body. The association operates within the student affairs policies and procedures of the university. A faculty advisor is assigned to provide administrative and technical guidance as well as facilitate communication between the MSW Program and the student association. The MSW Student Association President serves as a member of the School of Social Work Advisory Board.

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

The FSU Student Chapter of the National Association of Black Social Workers (NABSW) was established in the Spring of 2004. The purpose of NABSW is to provide a means whereby undergraduate and graduate social work students may exchange ideas, offer their services, and develop and enhance skills in the interest of the Black community, and communities at large. Students learn about the field of social work and the roles and responsibilities of social workers.

#### **Phi Alpha Honor Society**

Phi Alpha is a national honor society for social work students. BSW and MSW students are eligible for membership after achieving national and local chapter requirements. Student members meet monthly to define community-based activities and to generate ideas for enhancing learning opportunities for themselves and their peers. A representative from Phi Alpha attends faculty departmental and program meetings representing the interests of their peers and making recommendations for program and policy change.

### **Advisory Boards**

The School of Social Work has two advisory boards:

1. The School of Social Work Advisory Board and
2. The Practicum Education Advisory Board

These boards are distinct and comprise of separate members. The MSWSA president and select Alumni are invited on these boards. The purpose of the advisory boards is to support the advancement of the School of Social Work and provide feedback and guidance to its curriculum, explicit and implicit assessments, community engagement, and practicum experiences. The boards will advise the Associate Dean and Program Directors on areas for growth and improvement and ensure that our programs remain current with the evolving needs of the social work profession and the communities that we serve. Roles and responsibilities include but are not limited to:

- Advising the School of Social Work leadership team on curriculum and best practices
- Ensure implementation of current social work trends
- Bridge connections with community partners
- Meet with accreditation specialists during reaffirmation
- Advance the enrollment by supporting recruitment efforts
- Review practicum education processes and offer feedback and guidance

### **Professional Development**

#### **The Dr. Annie McCullough Chavis Faculty Lecture Series**

The School of Social Work annually sponsors the Dr. Annie McCullough Chavis Lecture Series for students, faculty, staff and community social work professionals. The Lecture Series provides students, faculty, staff and the community opportunities to hear topics centered around the presenters' area of expertise, current trends in social work practice, and research and allows opportunities to network with professionals in the field as well as explore employment opportunities.

#### **Professional Organizations**

Most of the professional social work organizations encourage student participation through student memberships, student paper competitions, and committee service. Some of the most visible professional social work organizations are:

- American Public Human Services Association
- Association for Community Practice & Social Administration
- Association of Oncology Social Work
- Child Welfare League of America, Inc.
- Clinical Social Work Federation
- Council on Social Work Education
- Institute for the Advancement of Social Work Research
- Latino Social Work Association
- National Association of Social Workers
- National Association of Asian American Social Workers
- National Association of Black Social Workers

- National Organization of Forensic Social Work
- North American Association of Christians in Social Work
- North Carolina School Social Workers Association
- North Carolina Social Work Certification and Licensure Board
- Rural Social Work Caucus
- Welfare Information Network

### **National Association of Social Workers (NASW) Code of Ethics**

The MSW program adheres to and requires all MSW students to abide by the NASW Code of Ethics. Students are encouraged to visit the NSAW website and read the code of ethics which is linked below.

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