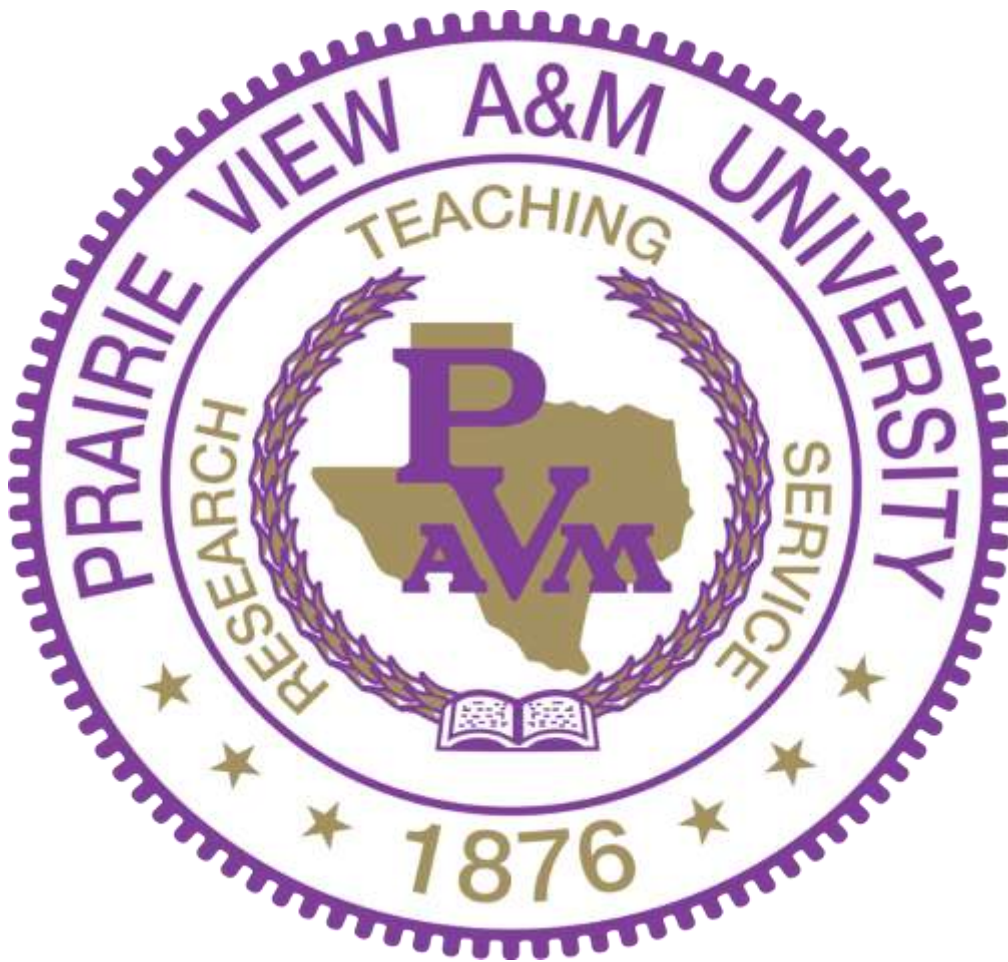


Prairie View A&M University
Brailsford College of Arts and Sciences
Department of Social Work



Master of Social Work (MSW)

Approved by MSW Policy Committee June 30, 2021

Dear MSW Student:

Welcome to the MSW Program at Prairie View A&M University!

The faculty would like to congratulate you for your admission into the only Texas program at a historically Black college/university (HBCU). It is among just three MSW programs in Texas focusing on social work in healthcare, but the only MSW program in Texas specifically trains students for medical social work. The Medical/Behavioral Health specialization gives the PVAMU MSW program a competitive edge to meet social workers' staffing demands for rapidly growing hospitals and health care systems. The students, faculty, and staff look forward to knowing you and working with you to continue your academic journey through our MSW Program.

This MSW Handbook provides information that will assist you in planning your program of study for your area of specialization and complete the MSW degree. The design of the student handbook is based on Social Work values of self-determination and respect for the individual, and this information will assist you in planning and assessing your progress. This MSW Handbook provides information that will help you plan your study program for your area of specialization and complete the MSW degree. The design of the student handbook is based on the Social Work values of self-determination and respect for the individual. This information will assist you in planning and assessing your progress.

Policies were set by PVAMU's curriculum approval process, by the Social Work Department for admission into the Program, and the faculty for field placement, which appear in the Field Manual. These and other policies and procedures are included in this handbook. Your academic advisor will happily assist you with some of the questions you are likely to ask along the way. Please remember, ultimately, your responsibility to learn and meet the outlined requirements in the handbook.

Sincerely,

Administrators, Faculty & Staff of the PVAMU MSW Program.

Acknowledgement

The Prairie View A&M University Department of Social Work developed the Master of Social Work program, curriculum, and its policies while reviewing many CSWE-accredited programs. Therefore, we acknowledge the academic work of the following programs as they influenced the development of our program: Howard University, Clark Atlanta University, Norfolk State University, Wayne State University, Jackson State University, Our Lady of the Lake University, University of California-Los Angeles, Ohio State University, University of Houston, University of Michigan, University of Southern California, California State University of Long Beach, and Stony Brook University.

Table of Contents - Part I

MSW Student Handbook

(Ctrl+Click to Search Document)

Section 1.0 OVERVIEW	6
Section 2.0 MSW PROGRAM MISSION STATEMENT	7
<i>2.1. MSW Program Vision Statement</i>	<i>7</i>
<i>2.2 MSW Program Goals</i>	<i>7</i>
<i>2.3 MSW Program Objectives</i>	<i>8</i>
Section 3.0 MSW COMPETENCIES AND BEHAVIORS.....	9
Section 4.0 CURRICULUM OVERVIEW AND PLANS OF STUDY	13
<i>4.1 Independent Social Work Practice Model</i>	<i>13</i>
<i>4.2 Humanistic Values</i>	<i>13</i>
<i>4.3 The Africentric Perspective of Social Work.....</i>	<i>13</i>
<i>4.4 Foundation Curriculum</i>	<i>14</i>
<i>4.4.1 Two-Year Plan.....</i>	<i>15</i>
<i>4.4.2 Three-Year Plan</i>	<i>17</i>
<i>4.4.3 Advanced Standing</i>	<i>19</i>
<i>4.4.4 Advanced Standing Plan.....</i>	<i>19</i>
<i>5.1 Foundation Year</i>	<i>22</i>
<i>5.2 Specialization Year.....</i>	<i>22</i>
Section 6.0 FACULTY	32
Dorie J. Gilbert; PhD, MSW	32
Felix O. Chima; PhD, MSW, MBA, BBA	33
Jackson de Carvalho; PhD, MSW	34
Esther T. Ogunjimi, Ph.D., MSW, LCSW-S	35
Beverly A. Spears, PhD, MSW	36
Tamika C. Baldwin-Clark, PhD, MSW, LCSW-S, LCDC	37
Larry E. Hill Jr., PhD, MSW	38

Section 7.0 ADMISSIONS TO PROGRAM.....	39
<i>7.1 Admission Requirements</i>	<i>39</i>
<i>7.2 Admission Process.....</i>	<i>39</i>
<i>7.3 Types of Admissions</i>	<i>41</i>
<i>7.4 International Students</i>	<i>42</i>
<i>7.5 Admission Status</i>	<i>42</i>
<i>7.6 Admission to Field</i>	<i>43</i>
<i>7.7 Field Education Placement Process.....</i>	<i>43</i>
<i>7.8 Evaluation of Field Performance.....</i>	<i>45</i>
<i>7.9 Retaking Field Seminar Courses.....</i>	<i>47</i>
<i>7.10 Liability Insurance</i>	<i>47</i>
Section 8.0 TERMINATION FROM MSW PROGRAM.....	48
<i>8.1 Student Termination</i>	<i>48</i>
Section 9.0 ACADEMIC STANDARD	49
<i>9.1 Academic Integrity</i>	<i>49</i>
<i>9.2 Academic Dishonesty</i>	<i>49</i>
<i>9.3 Plagiarism.....</i>	<i>49</i>
<i>9.4 Cheating.....</i>	<i>49</i>
<i>9.5. Academic Probation</i>	<i>50</i>
<i>9.6 Readmission after Termination</i>	<i>50</i>
<i>9.7 Transfer of Credits</i>	<i>50</i>
<i>9.8. Transfer Credit Form.....</i>	<i>51</i>
<i>9.8.1. Request to Validate.....</i>	<i>51</i>
Section 10.0 PROBATION AND DISMISSAL	52
<i>10.1 Probation and Dismissal.....</i>	<i>52</i>
<i>10.2 Academic/Coursework Appeal and Grievance Process</i>	<i>52</i>
<i>10.3 Deadline for Submitting Academic Appeal to Graduate Studies</i>	<i>53</i>
Section 11.0 MSW PROGRAM APPEAL AND GRIEVANCES	54
<i>11.1 MSW Appeals and Grievances Committee</i>	<i>54</i>

<i>11.2 Field Education Grievances & Appeals</i>	56
Section 12.0 FIELD EDUCATION APPEALS PROCEDURES	57
<i>12.1 Field Appeal Procedures</i>	57
Section 13.0 RIGHTS AND RESPONSIBILITIES OF GRADUATE STUDENTS	58
<i>13.1 Non-discrimination and Human Diversity</i>	58
<i>13.2 Students Responsibilities</i>	58
<i>13.3 Accommodation to Students with Disabilities</i>	61
<i>13.4 MSW Student Advisement</i>	61
<i>13.5 Expectations of Faculty</i>	62
<i>13.6 Expectations of Students</i>	62
<i>13.7 Personal Conduct and Use of Social Media</i>	63
<i>13.8 PVAMU Code of Conduct</i>	64
<i>14.1 Student Organizations</i>	65
<i>14.2. Professional Organizations</i>	65
Section 15.0 ACCREDITING BODIES	66
<i>15.1 University Accreditation</i>	66
<i>15.2 The Council on Social Work Education (CSWE)</i>	66
Section 16.0 APPENDICES	67
<i>16.1 List of Appendices</i>	67

Section 1.0 OVERVIEW

The Master of Social Work (MSW) is a professional degree designed for individuals with a Bachelor of Social Work (BSW) degree or an Arts and Sciences baccalaureate degree who seek to advance their career trajectory through mastery of a specialized social work practice area. Graduates of the Prairie View A&M University (PVAMU) MSW program will be qualified to pursue the universally recognized Licensed Clinical Social Worker (LCSW) designation. The clinical MSW program provides training in culturally relevant evidence-based interventions, research, and theory to produce leaders in advanced clinical social work in one specialization: Medical/Behavioral Health. Graduates train to create solutions for solving various problems at the micro, mezzo, and macro level. Further, by way of the discipline's signature pedagogy, field practicum offers state-of-the-art supervised internships in hospitals, rural clinics, private practice counseling, and community-based children and family services. Graduates of the program can deliver clinical services that empower individuals, families, groups, and communities, especially related to addressing physical and mental service disparities in a culturally diverse region.

The PVAMU MSW program is the only Texas program at a historically Black college/university (HBCU). It is among just three MSW programs in Texas focusing on social work in healthcare but the only MSW program in Texas to specifically train students for medical social work. The Medical/Behavioral Health specialization gives the PVAMU MSW program a competitive edge to meet social workers' staffing demands for rapidly growing hospitals and health and mental health care systems.

The PVAMU's MSW Program aligns with its cultural history and the recent African American Studies Initiative, emphasizing that PVAMU students receive education about African American history, politics, and economics. In this case, empirically proven social work interventions to reduce health and mental health service disparities among African-descent people. The program provides an open space for students to embrace Africentric core values of spirituality, interdependence, and collectivism. It also adopts a learning environment free from dynamics commonly experienced by minority students at other institutions (e.g., alienation, discrimination, stereotyping, etc.). PVAMU provides a place where students are accepted and challenged to grow.

Section 2.0 MSW PROGRAM MISSION STATEMENT

The mission of the Master of Social Work Program at Prairie View A&M University is three-fold:

1. To prepare clinical practitioners specialized in medical and behavioral health with a focus on Africentric perspectives and diverse populations.
2. To improve human well-being while promoting values of human dignity, inclusiveness, diversity, equality, and economic, environmental, and social justice.
3. To alleviate the effects of violence and poverty in rural and urban settings while advocating for improved social policies and services, locally and globally.

This mission statement derives from the University's commitment to excellence in teaching, research and scholarship, service, and global outreach.

2.1. MSW Program Vision Statement

The vision of the Master of Social Work Program at Prairie View A&M University is to be a world leader and innovator in educating social work practitioners with knowledge, values, skills, and expertise to alleviate health disparities. In addition, the MSW program vision is to prepare advanced practitioners to function with maximum multicultural competence in providing services to individuals, families, groups within diverse global communities.

2.2 MSW Program Goals

The mission and goals of the Social Work program are consistent with the commitment of the social work profession to the enhancement of human well-being, the alleviation of poverty, and oppression. The goals of the Master of Social Work (MSW) Program are to:

Goal 1: Prepare students to deliver a professional medical and behavioral health social work practice who will demonstrate the ability to use their knowledge, values, and skills to work with diverse populations in global settings.

Goal 2: Prepare social work practitioners to utilize social justice and human rights constructions in their work and to embrace human dignity, diversity, inclusiveness, interconnectedness, spirituality, and compassion in practice.

Goal 3: Develop practitioners who utilize strengths-based, person-centered, and empowerment approaches while leading efforts to improve health and wellness in local and global communities holistically.

Goal 4: Establish research endeavors among faculty, students, and partnering community agencies to contribute to the knowledge base in the field of Social Work by engaging in practice-informed research to create a more just and life-affirming society.

2.3 MSW Program Objectives

The objectives for the MSW program are as follows:

1. Develop a professional medical and behavioral health social worker identity by applying values and ethics to practice.
2. Practice with a high degree of multicultural proficiency at the advanced level by applying knowledge and skills acquired in the medical and behavioral health focus areas.
3. Utilize effective intervention models to address bio-psycho-social-spiritual-cultural needs, using evidence-informed protocols and modalities while working with Africentric and diverse populations.
4. Use critical thinking skills to analyze, evaluate, and apply research findings to practice that build on clients' strengths to address local, national, and international crises and social problems.
5. Engage students with the community to develop professional skills, continuing education, and networking.

Section 3.0 MSW COMPETENCIES AND BEHAVIORS

In compliance with CSWE accreditation standards, student learning in the MSW program evaluates its competencies. The Program evaluation utilizes a collection of surveys. Field instructors and students complete the surveys to be analyzed for program outcomes in terms of their limitations and strengths. Together these results help the faculty to assess the program's impact on both students and the community. The CSWE uses the Educational Policy and Accreditation Standards (EPAS) to establish academic excellence, thresholds for professional competence, and accreditation standards for MSW programs. The goals of the Social Work Program at Prairie View A&M University identify EPAS-related educational outcomes by defining what graduates should know and be able to do. Program competencies specify the requisite skills, capabilities, and competencies needed for effective professional practice. Therefore, program assessment is the activity of investigating the extent to which the Social Work Program is succeeding in accomplishing the following ten competencies:

Table 3.1: *CSWE Core Competencies and 2015 EPAS and Practice Behaviors*

Foundation Competencies and Practices
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <ol style="list-style-type: none">1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;3. Demonstrate generalist professional demeanor in behavior; appearance, and oral, written, and electronic communication;4. Use technology ethically and appropriately to facilitate practice outcomes;5. Use supervision and consultation to guide professional judgment and behavior; and6. Tolerate ambiguity in resolving ethical conflicts.

Competency 2: Engage Diversity and Difference in Practice

1. Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
2. Present themselves as beginning learners and engage clients and constituencies as experts of their own experiences; and
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

1. Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels at a beginning generalist level;
2. Engage in practices that advance social, economic, and environmental justice at a beginning generalist level; and
3. Recognize the extent to which culture, structure, and values may oppress, marginalize, alienate, or create or enhance privilege and power.

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

1. Use practice experience to inform scientific practice;
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

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

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

1. Apply knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies at the generalist level; and
2. Use empathy, personal reflection, and interpersonal skills to effectively engage diverse clients and constituencies at the generalist level.

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

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
4. Select appropriate intervention strategies based on the assessment, research knowledge, values, and preferences of clients and constituencies.

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

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
3. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

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

The PVAMU 's focus Competency 10: Demonstrate knowledge and competence in Africentric social work medical and behavioral health practice with individuals, families, groups, organizations, and communities.

1. Identify and describe the concepts of the Africentric Perspective.
2. Apply and communicate an understanding of the importance of Africentric Perspective in practice at the micro, mezzo, and macro levels.
3. Utilization of technology for professional development and practice.
4. Integrating technology in research, discussion, practice, and presentation.

Section 4.0 CURRICULUM OVERVIEW AND PLANS OF STUDY

4.1 Independent Social Work Practice Model

The PVAMU MSW degree is an online program designed to allow for personal, professional, and innovative experiences for all learners wishing to practice social work in Mental Health and Health Care fields. The PVAMU MSW Program offers three-year, two-year, and Advanced-Standing tracks. There are opportunities for individuals to have advanced practice with individuals, groups, and communities. Advanced-level social workers can also practice independently in a self-directed mode. The MSW program offers the practitioner the opportunity to self-reflect and develop the skill to evaluate their practice.

4.2 Humanistic Values

One of the guiding principles of the Social Work profession is its humanistic value approach. This approach views the human services profession with the implicit assumption that humans possess inherent dignity and self-worth. Humans are valued, respected, and not seen as an object with utility. Relationship building with clients develops to avoid exploitation and promote cooperation and equality. Social workers use different psychological frameworks and sociological concepts with political consequences in attempting to understand human conditions. The humanistic values, which embed within the MSW program curriculum and conceptual framework. Many of the humanistic values are available in the NASW Code of ethics, such as:

1. The belief that all humans are born equally by respecting the dignity and worth of the person treating each person in a caring and respectful fashion while being mindful of individual differences and cultural diversity
2. Importance of human relationships through respect, engagement, and strengthening of relationships
3. Integrity that centers on trustworthiness
4. Providing service that helps people in need

4.3 The Africentric Perspective of Social Work

As a group, the African American or Black population in the United States experiences significant disparities with chronic conditions, access to care, preventive screenings, and mental health. As a group, the African American or Black population in the United States experiences significant disparities with chronic conditions, access to care, preventive screenings, and mental health.

Despite the apparent need, Texas lacks an MSW program tailored towards meeting the African American population's needs. As an HBCU, we took the challenge of creating an MSW program that uniquely fills this gap, offering fully online courses focusing on Medical and Behavioral health. The MSW program prepares the graduate to deliver culturally grounded evidence-based, Africentric Social Work Practice with African American/Black populations in Texas and across the nation. The PVAMU MSW program adopts the Africentric approach to develop its social work courses from the strength perspective. The Africentric perspective helps solve the pressing social problems that diminish human potential and preclude positive social change due to racial oppression. This perspective became the strength garnered from the cultural survival of African Americans.

4.4 Foundation Curriculum

The MSSW program of PVAMU will consist of 56 semester credit hours for the Traditional program and 33 semester credit hours for Advanced Standing. PVAMU's MSW program will use an online delivery, following content and competency guidelines of CSWE accreditation standards. The MSW Program curriculum is divided into two parts: the professional foundation offered during the first year and the clinical concentration offered in the second year of study for the two-year full-time and three-year part-time programs. The full-time and part-time program is designed as progressions indicating a sequential and coherent curriculum degree plan for each option. Two-year and three-year students enrolled in the MSW Program are expected to adhere to the designated Plan of Study and must complete a total of fifty-six (56) semester credit hours to receive the Master of Social Work degree.

The first year of the Traditional format is a foundation program essential to the practice of any clinical social worker. Foundation courses will provide in-depth analysis of biological, psychological, and sociological aspects of human development. Relevant theories will be covered to help social workers provide solutions to their future clients. Students will learn how to deliver specific therapeutic interventions for clients with physical and mental health-related issues.

Traditional: The Traditional program is a designation for students who have earned a Bachelor's degree other than a BSW or BSW graduate who does not meet the Advanced Standing criteria. It consists of four coordinated semesters of study over two years. Students must complete the

Foundation and Specialization courses, amounting to 56 credit hours, including two field internship placements (900 clock hours).

Applicants for the Traditional Program (Full-time or Part-time) must have:

1. A bachelor's degree from an accredited university or college
2. A grade point average (GPA) of at least 2.75 (on a 4.0 scale) in upper-division (junior and senior) coursework
3. Successful completion of at least one introductory statistics course with a grade of C or better, and
4. Adequate undergraduate studies in liberal arts and behavioral sciences

4.4.1 Two-Year Plan

Two-year MSW students must complete twenty-six (26) credit hours in the first-year foundation curriculum, including Fieldwork. First-year courses include human behavior, policy, research, practice, social work with diverse populations, and Fieldwork. During the concentration (clinical) year, students in the two-year program must take thirty (30) hours, including a course in Medical/Behavioral Health. Two-year students must complete a total of fifty-six (56) semester credit hours for the MSW degree. Courses include Clinical Assessment and Diagnosis, Research, Clinical Social Work Practice in Fieldwork, and Electives.

Table 4.1: Traditional Full-Time Four Semester (2 Year) Program 56 SCH

Traditional (Full-Time 4 Semester Curriculum)			
Semester	Course Number	Course Name	Credit hours
Fall 1	SOWK 5300	Human Behavior in Social Environment (HBSE)	3
	SOWK 5205	Social Work Research I	2 (8 weeks)
	SOWK 5215	Social Welfare Policy	2 (8 weeks)
	SOWK 5301	Social Work Practice with Individuals and Families	3
	SOWK 5308	SW Practicum & Seminar I	3
	Total Fall 1 Semester Credit Hours		
Spring 1	SOWK 5302	Social Work Practice With Groups, Organizations and Communities	3
	SOWK 5207	Diversity, Oppression and Inclusion	2 (8 weeks)
	SOWK 5206	Social Work Research II	2 (8 weeks)
	SOWK 6303	Clinical Assessment & Diagnosis	3
	SOWK 5351	SW Practicum & Seminar II	3
	Total Spring 1 Semester Credit Hours		
Fall 2	SOWK 6304	Clinical Practice in Medical and Behavioral Health care	3
	SOWK 6305	Public Health and Mental Health Policy & Analysis	3
	SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
	SOWK 6601	SW Practicum & Integrative Seminar III	6
	Total Fall 2 Semester Credit Hours		
Spring 2	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
	SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
	SOWK 5350	SW Practicum & Integrative Seminar IV	6
Total Spring 2 Semester Credit Hours			15
Total:			56 SCH

4.4.2 Three-Year Plan

The three-year curriculum includes seven (7) credit hours per semester to be taken in the first (foundation) year for both the fall and spring semesters concluding a total of fourteen (14) credit hours, and six (6) credit hours in summer leading to a total of 20 semester credit hours for Year one. These courses include human behavior, policy, and social work with diverse populations and research. In the second foundation year curriculum, three-year students are required to take six (6) credits during the fall and six (6) credits during the spring, and six (6) during summer for a total of eighteen (18) credit hours for the year. In the second year, fall semester, three-year students begin fieldwork while continuing their course work. Three-year students may take electives in their second year or beyond. Second-year courses include SW Practice, Field and Seminar, Research, and an Elective. In the third year, students take nine (9) credits in the fall and nine (9) credits in the spring. Courses include Clinical SW Practice in Medical and Behavioral Health Care, SW Practice, Advanced Clinical SW Practice, Field Work, and Electives.

Table 4.2: Traditional Part-Time Eight Semester (3 Year) Program 56 SCH

Traditional (Part-Time 8 Semesters)			
Semester	Course #	Course Name	Credit hours
Fall 1	SOWK 5300	Human Behavior in Social Environment (HBSE)	3
	SOWK 5205	Social Work Research I	2 (8 weeks)
	SOWK 5215	Social Welfare Policy	2 (8 weeks)
	Total Semester Credit Hours		7
Spring 1	SOWK 5207	Diversity, Oppression and Inclusion	2 (8 weeks)
	SOWK 5206	Social Work Research II	2 (8 weeks)
	SOWK 6303	Clinical Assessment & Diagnosis	3
	Total Semester Credit Hours		7
Summer 1	SOWK 6309 or 6310	Elective Choice	3
	Total Semester Credit Hours		3
Fall 2	SOWK 5301	Social Work Practice with Individuals and Families	3
	SOWK 5308	SW Practicum & Seminar I	3
	Total Semester Credit Hours		6
Spring 2	SOWK 5302	Social Work Practice With Groups, Organizations and Communities	3
	SOWK 5351	SW Practicum & Seminar II	3
	Total Semester Credit Hours		6
Summer 2	SOWK 6309 or 6310	Elective Choice	3
	Total Semester Credit Hours		3
Fall 3	SOWK 6304	Clinical Practice in Medical and Behavioral Health care	3
	SOWK 6601	SW Practicum & Integrative Seminar III	6
	Total Semester Credit Hours		9
Spring 3	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 5350	SW Practicum & Integrative Seminar IV	6
	Total Semester Credit Hours		9
			Total: 56

4.4.3 Advanced Standing

Advanced Standing is a designation for students who earned a BSW degree from a CSWE-accredited institution within the past six years and before the start of their MSW Advanced Year matriculation. The student must also meet the undergraduate 3.0 GPA requirement and have earned a B or better in all social work undergraduate required courses. The advanced standing is designed to be completed in 11 continuous months (January through December for Spring semester start and August through July for Fall semester start). The Advanced Standing option is 33-credit hours and includes an extended field placement (500 internship hours) to be completed over the 11-months with 9-11 clock hours per week.

Applicants for the Advanced Standing option must have:

1. A BSW degree from a CSWE-accredited social work program
2. A grade point average (GPA) of at least 3.0 (on a 4.0 scale) in upper-division (junior and senior) coursework
3. A final field practicum evaluation (if currently enrolled in a BSW Programs, a mid-term Final Field Practicum Evaluation)

4.4.4 Advanced Standing Plan

Table 4.3: Advanced Standing—Spring Start

ADVANCED STANDING (3 Semester Curriculum with Spring Start)			
Semester	Course Number	Course Name	Credit Hour
Spring 1	SOWK 6304	Clinical Practice in Medical and Behavioral Health Care	3
	SOWK 6303	Clinical Assessment & Diagnosis	3
	SOWK 5450-A	SW Practicum & Seminar IIA	4
		Total Semester Credit Hours	10
Summer 1	SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
	SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
	SOWK 5451-B	SW Practicum & Seminar IIB	4
		Total Semester Credit Hours	10
Fall 1	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 6305	Public Health and Mental Health Policy & Analysis	3
	SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3

	SOWK 5452-C	SW Practicum & Integrative Seminar IIC	4
		Total Semester Credit Hours	13
		Total Advanced Standing Program	33

Table 4.4: Advanced Standing—Fall Start

ADVANCED STANDING (3 Semester Curriculum with Summer Start)			
Fall	Course Number	Course Name	Credit hours
	SOWK 6304	Clinical Practice in Medical and Behavioral Health Care	3
	SOWK 6303	Clinical Assessment & Diagnosis	3
	SOWK 5450-A	SW Practicum & Seminar IIA	4
		Total Semester Credit Hours	10
Spring	SOWK 6307	Advanced Clinical SW Practice in Medical and Behavioral Health Care	3
	SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
	SOWK 6305	Public Health and Mental Health Policy & Analysis	3
	SOWK 5451-B	SW Practicum & Integrative Seminar IIB	4
		Total Semester Credit Hours	13
Summer	SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
	SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
	SOWK 5452-C	SW Practicum & Integrative Seminar 2C	4
		Total Semester Credit Hours	10
		Total	33

Section 5.0 REQUIRED COURSES AND ELECTIVES

The curriculum is organized around a culturally grounded theoretical perspective and the credit hours are distributed throughout five sequences: Social Work Practice Method, Human Behavior in the Social Environment, Social Welfare Policy, Field Education, and Research Methods. Courses will be organized around seven curriculum areas:

1. Applied Social Work Practice (Field)
2. Human Behavior and the Social Environment (HBSE)
3. Research and Evaluation (R/E)
4. Social Policy, including public health and mental health policy
5. Direct Practice with Families
6. Direct Practice with Individuals
7. Direct Practice with Groups, within communities and organizations

The first year of graduate study is called the Foundation Year and as mandated by the Council on Social Work Education (CSWE), the program will provide students with a combination of coursework and field instruction from the generalist perspective. The fundamentals of social work practice are emphasized as key components of practice with individuals, families, small groups, organizations, and communities.

5.1 Foundation Year

The first year of the Traditional format is a foundation program essential to the practice of any clinical social worker. Foundation courses will provide in-depth analysis of biological, psychological, and sociological aspects of human development. Relevant theories will be covered to help social workers provide solutions to their future clients. Students will learn how to deliver specific therapeutic interventions for clients with health and mental health-related issues.

5.2 Specialization Year

The second year of graduate study is designated the Specialization Year and builds on the knowledge, values, and skills gained in the core curriculum, intending to increase students' competence to deal with greater complexities of social work practice through a focus on areas of social concern. Advanced clinical classroom training is combined with complex practical.

Table 5.1: Required, Prescribed, and Elective Courses

Prefix and Number	Required/Core Course Title	SCH
*SOWK 5300	Human Behavior in the Social Environment (HBSE)	3
*SOWK 5205	Social Work Research I	2
*SOWK 5215	Social Welfare Policy	2
*SOWK 5301	Social Work Practice with Individuals and Families	3
*SOWK 5308	Social Work Practicum and Seminar I	3
*SOWK 5302	Social Work Practice with Groups, Organizations and Communities	3
*SOWK 5207	Diversity, Oppression, and Inclusion	2
*SOWK 5206	Social Work Research II	2
*SOWK 6303	Clinical Assessment & Diagnosis	3
*SOWK 5351	Social Work Practicum and Seminar II	3
*SOWK 6304	Clinical Practice in Medical and Behavioral Healthcare	3
*SOWK 6305	Public Health and Mental Health Policy & Analysis	3
*SOWK 6306	Advanced Africentric Theory and Interventions in Healthcare	3
*SOWK 6601	Social Work Practicum and Seminar III	6
*SOWK 6307	Advanced Clinical Practice in Medical and Behavioral Healthcare	
*SOWK 6350	Social Work Practicum and Seminar IV	6
		50
Prefix and Number	Prescribed Elective Course Title	SCH
*SOWK 6309	Global Social Work and Medical and Behavioral Healthcare	3
*SOWK 6310	Trauma-Informed Practice in Healthcare Settings	3
		6
	TOTAL SCH	56

Course Descriptions and Prescribed Sequence of Courses			
Course Code	CORE Course Name	SCH	Description
SOWK 5300	Human Behavior and the Social Environment (HBSE)	3	This foundation course involves the study of human behavior within the context of interacting physical and social environments and the interplay of several factors (bio-psycho-social-spiritual and cultural) that can enhance or impede the social functioning of individuals and groups. Traditional and culturally grounded theories and paradigms will be utilized to provide the foundation necessary for organizing and understanding human behavior in the social environment, with an emphasis on human diversity and the impact of social and economic forces.
SOWK 5205	Social Work Research I	2	This 8-week foundation seminar covers concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value, and ethics of research in social work, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, data collection methods, and analytic techniques, and preparation and use of research reports. Particular attention is directed to social work research that addresses the social needs of people of color and populations at risk in American society.

SOWK 5215	Social Welfare Policy	2	This 8-week foundation seminar examines the history and development of social welfare policy and services in America, with a major focus on social work contributions. Emphasis is on adherence to social work values and ethics, scientific inquiry, and diversity, with emphasis on the dynamic relationships between social welfare policy and services, social work values and ethics, and pursuit of economic and social justice.
SOWK 5301	Social Work Practice with Individuals and Families	3	This practice course integrates theory, methods, and skills as they apply to individuals, families, and communities. Within the context of a systems/developmental framework, students develop skills in engaging clients, identifying issues, problems, needs, resources, and culturally-grounded interventions.
SOWK 5308	Foundation Practicum & Seminar I	3	This foundation course is a three-credit course with supervised practice experience in an organization providing human services for a variety of client populations. The course emphasizes knowledge and skills for working with client systems (i.e., individuals, families, groups, organizations, and communities) through an educationally supervised practicum of 225 hours and participation in a weekly field seminar.

SOWK 5302	Social Work Practice with Groups, Organizations, and Communities <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	3	This course builds upon SOWK 5020 by deepening students' knowledge of the generalist social work perspective in the application of theory and practice methods for effective and ethical service delivery to diverse groups, organizations, and communities in conjunction with field education.
SOWK 5207	Diversity, Oppression, and Inclusion <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	2	This course examines various aspects of diversity (e.g., race-ethnicity, culture, socioeconomic status, gender, sexual orientation, disability, and religion) across life course development with particular emphasis on the impact of oppression and discrimination by society on people of culturally diverse backgrounds and orientation. The history, demographics, and culture of various oppressed groups are examined, including their experiences in organizations and small groups. Special attention is given to the experiences of African Americans and African-descent populations.
SOWK 5206	Social Work Research II <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	2	Building on Research I, this course engages students in the application of scientific research methods to assess social work practice. Students participate in guided research projects, which require a review of evidence-based research, data collection, and analysis, reporting, implications for social

			work practice, and students' evaluation of their practice.
SOWK 6303	Clinical Assessment & Diagnosis <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	3	This course covers the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families using a bio-psycho-social-spiritual and cultural approach. Students will master the essential knowledge, understanding, and application of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) and International Classification of Diseases (ICD) behavioral health classification systems for the differential assessment and diagnosis of mental disorders, mental illness, and related medical issues in clinical social work practice. Psychopharmacology is also covered.
SOWK 5351	Social Work Practicum & Seminar II <i>Prerequisites: SOWK 5000, 5005, 5105, 5020, and 5050</i>	3	This course is the continuation of SOWK 5050 for 225 additional clock hours. Supervision is continued by the field instructor and is directed by the faculty field liaison. Emphasizing advanced generalist practice skills, supervised, direct social work practice provides students with the opportunity to apply their classroom knowledge to their work with individuals, families, groups, and communities, with an accompanying integrative weekly seminar.

SOWK 6304	Clinical Social Work Practice in Medical and Behavioral Health Care <i>Prerequisites: Successful completion of all Foundation courses</i>	3	This specialization course covers methods of clinical social work practice in medical and behavioral health care within the framework of the bio-psycho-social-spiritual perspective. Students will become knowledgeable about medical terminology, medical concerns, physical function, medical treatment, commonly prescribed medications, the socio-cultural meanings ascribed to illness, and the interface between health and behavioral health concerns.
SOWK 6305	Public Health and Mental Health Policy & Analysis <i>Prerequisites: Successful completion of all Foundation courses.</i>	3	This course covers the formulation, development, implementation, and evaluation of relevant policies, emphasizing public health and mental health across a range of social work practice settings. Students will learn to analyze the nature and impact of policies on diverse client systems to practice as informed and competent practitioners and to contribute to policy changes that are socially just and responsive to the needs of culturally diverse populations.
SOWK 6307	Advanced Clinical Social Work Practice in Medical and Behavioral Health Care	3	This course extends students' knowledge and practice skills for medical social workers and behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. Students develop skills in engagement, assessment, intervention

	<p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses.</i></p>		<p>planning, and implementation, and practice evaluation for populations served in primary care settings across a spectrum of severity in both physical and behavioral health dimensions. Students develop competencies for patients with a range of health conditions.</p>
SOWK 6601	<p>Specialization Practicum and Seminar III</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	6	<p>This course provides supervised Clinical Practice (250 clock hours) upon successful completion of Foundation Field (Practicum I & II) and all prerequisite courses. Students develop knowledge and advanced practice skills in clinical social work practice. Students engage in advanced direct practice techniques for working with diverse individuals, families, and groups. In addition, Field Practicum II provides in-depth practical experiences for utilizing a variety of theories of social work to guide and evaluate practice.</p>

SOWK 5307	<p>Specialization Practicum and Seminar IV</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	6	<p>This course provides supervised Clinical Practice (250 clock hours) as a continuation of the successful completion of Practice III. The course builds upon the foundation of knowledge and skills and allows students to develop advanced practice skills in clinical social work practice. Students engage in advanced direct practice techniques for working with diverse individuals, families, and groups. Practical experiences for utilizing a variety of theories of social work to guide and evaluate practice.</p>
Course Code	Elective Courses	Credit Hours	Description
SOWK 6306	<p>Advanced Africentric Theory and Interventions in Healthcare</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	3	<p>This course builds upon the specialization core courses and engages students in gaining comprehensive knowledge, awareness, and skills for Africentric social work practice in the medical and behavioral health fields. Students will learn about the history of oppression and resilience of African-descent individuals from a bio-psych-social-cultural-spiritual perspective. The emphasis will be on understanding how Africentric theory dovetails with traditional helping theories and the components of best practices and evidence-based Africentric interventions to address health and mental health disparities for African-descent populations in the US.</p>

<p>SOWK 6309</p>	<p>Global Social Work and Medical and Behavioral Healthcare</p> <p>Elective</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	<p>3</p>	<p>This course explores global social work and the application of medical and behavioral health social work to vulnerable groups around the globe. Students learn about diverse applications of local and global communities. Students will explore the peer-reviewed literature, grey literature, and databases on international development applied to a selected country and specialized field of practice of the student's choice, with an emphasis on African-descent populations around the world.</p>
<p>SOWK 6310</p>	<p>Trauma-Informed Practice in Healthcare Settings</p> <p>Elective</p> <p><i>Prerequisites:</i> <i>Successful completion of all Foundation courses</i></p>	<p>3</p>	<p>This course covers screening and assessment related to trauma and the assessment processes and tools that are useful in evaluating trauma exposure, its effects, and client intervention and treatment needs. Students learn about clinical issues that counselors and other behavioral health professionals may need to know and address when treating clients who have histories of trauma, including treatment models for trauma and distinguishing integrated models (which address substance use disorders, mental disorders, and trauma simultaneously) from those that treat trauma alone is covered.</p>

Section 6.0 FACULTY

Dean of College of Brailsford Arts and Sciences Dorie J. Gilbert; PhD, MSW



Dorie Gilbert is the Dean of the Marvin D. and June Samuel Brailsford College of Arts and Sciences at Prairie View A&M University. Before coming to PVAMU, she was professor and director of the Master of Social Work program at The Ethelyn R. Strong School of Social Work, Norfolk State University (NSU). Before NSU, she taught and directed international social work programs in the Steve Hicks School of Social Work at the University of Texas at Austin for 20 years.

Gilbert has published extensively on the impact of culture and race on health and mental health, Africentric theory, and international social work in Africa. Gilbert received her BBA in Engineering Management and MSSW and Ph.D. in Social Work from the University of Texas at Austin. She is a 2019 alumna of the Higher Education Resources Service (HERS) Leadership Institute.

Professor and Department Head Felix O. Chima; PhD, MSW, MBA, BBA



Felix O. Chima, Ph.D., MSW, MBA, BBA, is Director of Social Work and Professor in Social Work Education at Prairie View A&M University. Dr. Chima's extensive leadership and expertise in higher education and Social Work had led to three of the program's latest successful accreditation reaffirmation engagements. He has contributed important efforts in building the Baccalaureate Social Work Education at Prairie View A&M University into a strong, nationally recognized program of excellence.

Professor Chima was previously an Assistant Professor at the University of Kentucky, where he taught graduate and undergraduate level courses. He has over twenty-seven years of administrative, teaching, research, and service experiences at the state, national, and international levels.

Dr. Chima's extensive research and scholarly creativities are published in a variety of leading professional and academic journals. He serves on the Editorial Board of several scholarly publications. He practiced Social Work professionally for seven years, with experiences working with individuals, groups, communities, and organizations, before entering academia. Earlier, he worked in the area of Human Resources, as a personnel specialist, in transport and hospital industries.

Dr. Chima earned his (Ph.D.) in Administration and Social Work, and a Master of Social Work (MSW) degree from Clark Atlanta University, Atlanta, Georgia. He holds another Master's degree in Business Administration (MBA) from The Atlanta University. His first degree was in Business Administration (BBA), earned from Midland University, Fremont, and Nebraska.

Interim MSW Program Director & Associate Professor Jackson de Carvalho; PhD, MSW



Dr. Jackson de Carvalho is an accomplished organizational development professional with a solid academic background in management and over 20 years of experience in policy analysis, evaluation, strategic planning, comprehensive grant writing, and statistical project evaluation. He has an MSW and two Ph.D.'s in the areas of program development, policy analysis, and management.

Born in Brazil, Dr. DeCarvalho lived in many countries, before coming to the United States over thirty years ago. He is fluent in five languages and has the multicultural sensitivity and capacity to engage organizations to find ways to improve the quality of their services, reduce programmatic costs, and maintain efficient operations.

Before Dr. DeCarvalho was hired as a faculty at Prairie View A&M University 12 years ago, he was the Chairman/CEO of Matrix Evaluation Consulting, Inc. He also worked as a vice president of operations for the Sickle Cell Disease Association of Dallas for several years. As a consultant, he assists organizations in the areas of program development, grant writing, research, and project evaluation. Dr. de Carvalho endeavors to contribute to science and the betterment of society through project implementation, research, and publication as a passion that drives his mission and goals. He often encapsulates his late accomplishments with the following words of Robert Frost: Two roads diverged in a wood, and I- I took the one less traveled by, and that has made all the difference.

Assistant Professor & Director of Field Education Esther T. Ogunjimi, Ph.D., MSW, LCSW-S



Dr. Esther Ogunjimi received her Ph.D. in Health Services, with a concentration in Community Health, from Walden University and her MSW from the University of Texas at Arlington. Additionally, she received her BSW from Texas Southern University. She has taught a wide range of courses in the field of social work.

Dr. Ogunjimi is a Licensed Clinical Social Worker (LCSW) and a Board-certified Supervisor in Texas, with over 25 years of experience working as a Medical Social worker and Mental Health Counselor in public health and hospital settings. Nine of those years were dedicated to working with children with special health care needs and the geriatric population.

Dr. Ogunjimi's research interests focus on understanding the intersection between health and social networks in African Immigrants communities. She is committed to research that addresses diversity and immigrants' experience in accessing both mental and medical health care and the role of social workers in the public health field. Dr. Ogunjimi recently completed a qualitative study, working with a segment of an African immigrant population on HIV/AIDS.

Dr. Ogunjimi is the founder of A'Nike House of Hope, an International non-profit organization initiative focusing on health promotion and social services for the vulnerable population in Abeokuta, Nigeria. She is a member of the Comprehensive HIV Planning Committee at the Houston Area Ryan White HIV Planning Council.

Assistant Professor
Beverly A. Spears, PhD, MSW



Dr. Beverly Spears received her BSW from Texas Woman's University and both her MSW and Ph.D. from the University of Houston. She also obtained a certificate in Nonprofit Leadership through the Leadership Institute for Non-Profit Executives from the Susanne M. Glasscock School of Continuing Studies at Rice University. Her research interests include children and family resilience and functioning, organization management and development, program effectiveness, and mental and behavioral disorders.

Before teaching in the MSW program at PVAMU, she worked for 31 years at PVAMU's College of Agriculture and Human Sciences, and the Cooperative Extension Program. She served as the State 4-H Program Leader and as an adjunct faculty member in the Department of Human Sciences, teaching graduate-level family life courses. During Dr. Spears's career, she was successful in garnering over \$2 million in extramural funding from federal agencies, foundations, and programs, such as the Houston Livestock Show and Rodeo and Kauffmann Foundation. Additionally, she was the recipient of many highly coveted national, state, and local awards for her exceptional commitment to USDA programs and services in Texas.

Furthermore, Dr. Spears is the Founder/CEO of Spearhead Associates, Inc., a recognized 501(c) 3 that specializes in helping nonprofits, faith-based organizations, and educational institutions embark upon comprehensive change management, programs to improve performance through strengthening their management capability, and development of strategic plans to convert their potential energy for productive kinetic action. Her studies in organizational behavior, administration, and planning, coupled with her practical approach, allow her to synthesize challenging situations with remarkable adeptness, unlock potential, and advance the mission of her clientele. She works with boards, top team leaders, and groups on issues of governance, alignment, and performance transformation; advises senior executives on issues of leadership development, strategy, recruitment, and talent management; and coaches and advises CEOs on transformation. With over 33 years of experience as a social worker, Dr. Spears has worked with the Travelers Aid Society, 4th Ward Community Clinic, Houston-Galveston Area Council, Parkland Hospital, and Planned Parenthood.

Assistant Professor
Tamika C. Baldwin-Clark, PhD, MSW, LCSW-S, LCDC



Dr. Tamika Baldwin-Clark earned her BA in Sociology from the University of Michigan, her MSW from Michigan State University, and her Ph.D. in Social Work from Morgan State University. Originally from Detroit, Michigan, Dr. Clark has lived in Texas since 2014. She has studied and worked in the field of social work, both internationally and domestically, for over a decade, and previously taught graduate courses online through the University of Nevada-Reno. Some of her other positions include being a foster care social worker, a substance abuse counselor, a mental health therapist, and a care manager in London, UK. She is a Licensed Clinical Social Worker Supervisor (LCSW-S), as well as a Licensed Chemical Dependency Counselor (LCDC), with a specialization in gerontology.

In addition to working as a social worker in the UK, she has also studied abroad in Mexico, Senegal, Ghana, and China. While completing her doctoral degree, she served as the Ph.D. Student Representative and was an awardee of the Association for Gerontology Education in Social Work (AGE SW) Pre-Dissertation Initiative. Furthermore, she has been a member of the following organizations: the National Association of Social Workers (NASW), Sister Mentors, the Gerontological Society of America, and the Hartford Partnership Program for Aging Education. She has also participated in the Child Welfare Training Institute, as well as, in numerous conferences and workshops.

Dr. Clark considers herself a lifelong learner, as she has participated in several continuing education courses at the Spring Branch Adult Community Education Center, Lone Star Community College, and at Rice University, including Spanish, levels 1–8. Following the completion of her eighth-level course in Spanish, she traveled with her class to Lima, Peru, for a 10-day cultural excursion. Additionally, she was a 2019 graduate of the University of Houston’s Stimulating Urban Renewal through Entrepreneurship (SURE) program in the C. T. Bauer College of Business, led by Founder and Director, Dr. Saleha B. Khumawala, and Assistant Director, Charles Dain Becker, receiving a congratulatory letter, upon completion of the program, from the UH Chancellor and President, Dr. Renu Khator, as well as, a Certificate of Congressional Recognition, from the 18th Congressional District of Texas, signed by Congress member, The Honorable Sheila Jackson Lee. She enjoys traveling with her family and friends and has been to six of the seven continents. Dr. Clark believes that teaching is her passion, as it allows her to be creative with how she reaches her students.

Assistant Professor Larry E. Hill Jr., PhD, MSW



Dr. Larry Hill has over 20 years of experience planning, coordinating, and executing community outreach and engagement activities in at-risk communities. This includes working on action-research projects that were funded by Federal, State, and corporate agencies in both leadership and supportive roles. Between 2011 and 2016 Dr. Hill was a Research Professor at the University of Houston; where he was hired to broker relationships between the university and at-risk communities. This included bringing real-world impact within medically-underserved and high-need communities. Projects were centered on health, disaster response, economic development, and education. Projects extended from UH into super neighborhoods like Third Ward, Sunnyside, Independence Heights, and the East End. It also extended to New Orleans and Los Angeles. Internationally the work extended into Cambodia, Kenya, Uganda, Malawi, and Russia.

Dr. Larry Hill was hired in 2019 as an Assistant Professor at Prairie View A&M University. He brings 20 years of experience, vigor for growth, and solution-making into his role. In addition, he brings his experience of working on research teams that were funded by the National Institutes of Health, Department of Labor, Health Resources & Services Administration, Boeing Company, Los Angeles County, Office of the Governor (Texas), Fortune 500 companies, and many others. A vast majority of these projects were in leadership roles. The goal is to bring this research and future research into the university setting; where the community will ultimately benefit from its impact.

The most common phrase that people say after speaking with Dr. Hill is, “Wow! I’ve never thought of that before.” His “outside-of-the-box thinking” and solution-making abilities are a “blessing.” Students commonly describe him as “innovative”, “out-of-the-box”, “passionate”, “high-expectations”, “focused on solutions”, and “honest.” He attributes this to his experiences of life and deep love within his family roots in the African American, Catawba (Native American Tribe), and Irish communities. He is also seldom shy about sharing his passion for spiritual development. Larry and his, miracle-of-a-bride, Keathya are enjoying 16 years of Christ-centered marriage and parent three wonderful daughters. On the weekend Dr. Hill can be found watching his children playing competitive softball, volleyball, basketball, and gymnastics.

Section 7.0 ADMISSIONS TO PROGRAM

7.1 Admission Requirements

Admission to the PVAMU's MSW program is granted to graduates of an accredited four-year college or University who present satisfactory evidence of character and academic qualifications, interest in working with people, and a commitment to the social justice values of the profession. The applicant's scholastic record must show promise of the ability to engage in graduate work, including sufficient credit hours in liberal arts courses to satisfy the program's Committee on Admissions. The Committee on Admissions determines admission decisions. PVAMU's MSW program has an open admission process to the two-year, three-year, and Advanced Standing plans of study. Students admitted to the program to pursue a two-year or three-year Plan of Study enter the University at the beginning of the fall and spring semesters. Students admitted to the Advanced Standing plan of study enter the University in the fall. International students must also submit IELTS or TOEFL scores. A minimum score of 5.0 for IELTS or 500 for TOEFL is required.

7.2 Admission Process

Admissions policies and procedures for those qualified for admission to PVAMU's MSW Program are found in the Graduate Catalog. This document is available from the Office of Graduate Studies. Applicants are admitted to the MSW Program through the Office of Admission; therefore, all applications must be submitted to Prairie View A&M University, Office of Admissions. The Department's Admissions Committee determines the evaluation of application materials and selection of applicants for admission to the MSW Program. The Admissions Committee is comprised of faculty members appointed by the Dean. An applicant's suitability for acceptance to the program is based on assessing the applicant's intelligence, openness, interest, and motivation for professional helping roles. These attributes are determined by reviewing the applicant's statement, reference statements, undergraduate GPA, employment and community involvement, and volunteer experiences.

Applicants are evaluated for their potential success in a graduate program and appropriateness for the profession of social work. All applications will receive two evaluations. In certain circumstances, an interview may be conducted (if needed). Any interviews will be conducted before the admissions decision. Subsequent meetings with any faculty will not result in a change in admission decisions for that academic year. Applicants may not appeal a decision of rejection.

Applicants may inquire about a reason for the rejection; all reviewers will include a justification in the comments section of the application review form. This process is confidential; applicants may not know the identity of the faculty who reviewed the application. Applicants are informed in writing of their acceptance or denial of admission to the program.

Admissions information can be obtained from:

Prairie View A&M University
100 University Drive
Prairie View, Texas 77446
(936) 261-1000

Application for admission is made to:

Prairie View A&M University Office of Graduate Admissions
P.O. Box 519, MS 2800, Prairie View, Texas 77446
(936) 261-3528
gradstudies@pvamu.edu
<https://www.pvamu.edu/graduatestudies/>

Materials are forwarded from the Office of Graduate Admissions to the Department of Social Work when all items listed below have been received. Beginning with applications for entrance in the fall or spring MSW program, applicants must:

1. Demonstrate evidence of completion of a baccalaureate degree from an accredited four-year college or University.
2. Complete a baccalaureate degree that reflects a broad liberal arts base to include twenty-one (21) hours in humanities (sociology, history, psychology, political science, economics, ethnic/global studies); three (3) hours in mathematics; and three (3) hours in human biology.
3. Have a grade point average of 2.75 on a 4.0 scale based on the official college or university transcript.
4. The GRE is waived for application to the MSW Program.

5. Submit three letters of recommendation; letters must be signed, include contact information, and be presented on letterhead.
6. Submit a personal statement.
7. Students will be admitted into the MSW program in the Spring and Fall and shall apply to the University Office of Admissions no later than May 1st for the Fall semester and October 1st for the Spring Semester for enrollment in the beginning cycle of the two years, or three-year Plan of Study.
8. Pay a non-refundable application fee.

Applicants who have liberal arts deficiencies may be admitted conditionally. Such students must complete all liberal arts requirements during their matriculation in the MSW program. **Note:** *The Master of Social Work Degree program does not permit academic credit for life or work experience.*

Admissions to Advanced Standing:

1. Demonstrate evidence of completion of a bachelor's degree in social work from a school of social work accredited by the Council on Social Work Education (CSWE);
2. Have a GPA of **3.0** or better on a 4.0 scale;
3. The GRE is waived for application to the MSW Program;
4. Submit three professional letters of recommendation;
5. Submit a personal statement;
6. Students will be admitted into the MSW program in the Spring and Fall and shall apply to the University Office of Admissions no later than May 1st for the Fall semester and October 1st for the Spring Semester for enrollment in the beginning cycle of the Advanced Standing Program.
7. Pay a non-refundable application fee.

7.3 Types of Admissions

Advanced Standing Admission: Students who have a BSW degree from a social work department accredited by the Council on Social Work Education. A minimum GPA of 3.0 is required on a 4.0 point scale. Applicants with a BSW who have a GPA below 3.0 are potentially eligible for the two-year and three-year study plans.

Regular Admission (Two years): A minimum undergraduate GPA of 2.75 is required. Students with a GPA above 2.75 have the option of entering the three-year program if preferred.

7.4 International Students

Prairie View A&M University encourages the enrollment of students from other countries. In addition to meeting the regular requirements for admission (with allowances for differences abroad in secondary school curricula), the applicant must demonstrate reasonable English language proficiency. The University requires a minimum score of 500 on the paper examination or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL). Additional policies and services related to international students, international exchange, and Immigration and Naturalization Services can be found in PVAMU's Graduate Catalog. Alternatively, a minimum score of 5.0 on the IELTS is also acceptable. See: <https://www.pvamu.edu/graduatestudies/prospective-students/international-admissions/>

7.5 Admission Status

Students are admitted to the MSW Program according to one admission status, all of which are described as follows:

1. **Advanced Standing** – means that the student will go directly to the concentration year if Advanced Standing requirements are met. Advanced standing students must complete 33 credit hours of coursework while matriculated on a full-time basis, which could be completed in one year.
2. **Traditional status** – means that the student will matriculate in the program on a full-time basis and complete 56 credit hours of coursework, which could be completed in two years.
3. **Part-Time Status** – means that the student can move through the program in three years, with fieldwork occurring during the second and third year.
4. **Conditional (Holistic) Status** – means that the applicant was admitted to the program with a grade point average less than the required 2.75 (GPA). An applicant may be admitted to Conditional Status with an earned bachelor's degree from a regionally accredited college or university with a minimum cumulative GPA of 2.50. A student with a cumulative GPA below 2.50, who has acquired relevant experience that could contribute to ensuring their success in graduate study, may be considered for conditional admission based upon a holistic review and recommendation by the respective department head and dean.

7.6 Admission to Field

Field Practicum at PVAMU is a vital component of the student's experience. At PVAMU, our field education is developed to reflect the signature pedagogy of the Social Work profession. The MSW program field education reflects the goal of the CSWE Educational Policy and Accreditation Standards that states, "Field education intends to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting" (CSWE Educational Policy & Accreditation Standards, 2015, p.12). The MSW program offers students the hands-on practicum experience to apply skills, knowledge, and values of the social work profession in real-life situations in various social work service agencies that work with individuals, families, groups, organizations, and communities. While students are at these agencies, they will apply the knowledge gained from the generalist model in the first year of the curriculum and use the advanced skills in their second year. Students will apply the generalist's skills and clinical skills in the advanced year by engaging, assessing, planning, implementing, evaluating, and terminating various client systems.

The PVAMU MSW program curriculum is goal-directed with educational content designed specifically to facilitate conceptualization and stimulation of the student's cognitive processes. Therefore, the curriculum takes on a logical sequence for the field experience to come after taking coursework that develops social work knowledge, skills, values, cognitive and affective processes. Placements are planned so that students may experience a variety of delivery systems and models and methods for delivery. Students are exposed to the whole person-in-environment concept through different coursework. In social agencies where students are placed, they will have the opportunity to review and experience agency policies, the larger social welfare system, and social work practice and learn what is meant to be an agent of change. The Field pedagogy integrates class and field experience that provides the venue for students to begin developing social work practitioner skills for both entry-level and advanced social work practice.

7.7 Field Education Placement Process

The signature pedagogy of social work is field education. Field instruction aims to provide students with opportunities for development, integration, and reinforcement of competence through performance in actual service delivery situations. Field education intends to integrate the classroom's theoretical and conceptual contribution to the practice setting's practical world. It is a

fundamental precept of social work education that the two interrelated components of curriculum—classroom and Field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on how students demonstrate the Social Work Competencies. Field education within the context of a 100% online program will utilize and engage students with technology.

Students must take field instruction courses concurrently with the foundation and concentration practice courses and field seminars. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa. Students taking the Two-Year and Three-Year Program Options must complete a minimum of 900 field education hours during the program (400 for the foundation year, 500 for the concentration year). Students taking the One-Year, Full-Time Advanced Standing Program Option must complete 500 hours during their concentration year.

Students must complete a minimum of 400 hours during the generalist year in one social work agency setting. During the Generalist (Foundation) year, the student's placement will be in one social work agency to complete 400 hours. Students in advance (Concentration) practice years will complete a minimum of 500 hours of field experience placed in one social work agency that will provide field experience in the student's area of specialization. The Department of Social Work does not grant academic credit for life experience or previous work experience for course work or field practicum.

Students must start with the field education placements process by applying to the Field Faculty during the first semester of generalist practice (Foundation Curriculum) and advance practice years. Being an online MSW Program, students are responsible for identifying the social services agency to do their Practicum with the Field Director or Field Faculty's approval. The MSW Field Faculty will contact potential students who may be eligible for Field experience to initiate their interest to pursue field experience. Students submit the Field application that will include their demographical information and academic goals to demonstrate students' readiness for field experience. Placement options and recommendations for field placement must be consistent with

students' learning needs and interests, special personal and professional considerations, and the curriculum. The Field Faculty staff will review the application and collaborate with the students for a tentative plan for field placement based on students' interests and needs. Final approval for field placement will be communicated to the student after the student's desires are taken into consideration.

The Field Director has the ultimate responsibility of approving all field internships. Once students complete and sign the Field Placement form, the signed form by both the assigned Field Supervisor and the Field Director, students may register for field education credit hours. The Field Director must approve a field agency before the student accepts a placement site. The specific responsibilities of students, Director of Field Experiences, and Field Instructors are identified in the PVAMU MSW Manual for Field Instruction, provided to students before application to Field or upon request. Students may contact any of the Field Faculty members before or during the field application process. Field Information can also be found at www.pvamu.edu.

7.8 Evaluation of Field Performance

All MSW students must earn a grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. (See Master of Social Work Field Practicum Handbook for details regarding the evaluation of field performance). Before Graduation from PVAMU Social Work Program, students must complete their required field practicum(s) as demonstrated by the agency Field Instructor's evaluations during each field seminar and competency demonstrated through the assignments given through the Field Practicum Seminars. Students must pass the field evaluation components in each Field Seminar to pass the seminar and continue in the Field.

It is understood that the agency Field Instructor, assigned Faculty Liaison, and the Field Director make up a teaching team, jointly sharing the responsibility for developing learning opportunities in the various placements and individualizing the learning experiences to meet the needs of the student. Even though most students admitted to the field placement complete the experience, some situations may result in termination from placement and the Social Work Program. The following conditions are indicators that provide evidence that the student may be unsuitable or unable to perform in a professional capacity:

1. Student's inability to assess and progress in practice interventions and skills
2. Reluctance to evaluate one's professional development and use of attendance skills related to practice and inability to identify the client's strengths and limitations
3. Unwillingness or refusal to comprehend the role of diversity, advocacy, and social and economic justice in practice
4. Inability to follow agency policies in working with clients and in collaborating with staff and community stakeholders
5. Consistent display of lack of communication skill to form working relationships with clients and families, colleagues, interdisciplinary team, and community stakeholders
6. Students fail to take corrective actions after intervention for inferior performance centering on knowledge, skills, and values
7. Student's demonstration of unprofessional attitudes and values consistent with the practice of social work code of ethics and values
8. Behavior during field practice that endangers clients, the agency, the University, colleagues, and self
9. Having to be placed in new field agencies more than once due to behavioral concerns or performance
10. Breach of confidentiality, the commitment of academic dishonesty, and falsification of the document in the field agency
11. Inability to apply social work skills in areas of knowledge, values in generalist, and specialization practice working with various client systems

When the Field Instructor informs the assigned Faculty Liaison or the Field Director of any concerns, an investigation may be conducted and a meeting with all parties involved to determine the most appropriate course of action. The meeting may result in an agreement for the student to make corrective actions or terminate the student from field practicum. Students may be dismissed from a field placement site or the field program because of any of the above-identified items or not meeting required professional performance standards as assessed in the field seminars.

Readmission or continuation in the field program following dismissal from a field site or the field program is not guaranteed. It may be granted only if the student presents compelling evidence of

some fundamental change that would demonstrate his or her ability and willingness to maintain professional standards. Students who fail a field seminar or who are terminated from the field program must submit a request for reentry to the field program in writing, including a plan of correction regarding issues leading to dismissal. The MSW full-time faculty will evaluate requests for reentry, and a determination will be made regarding acceptance or dismissal from the MSW program.

7.9 Retaking Field Seminar Courses

Students who fail, withdraw, or are administratively withdrawn from any field seminar course are required to retake the course in its entirety. Retaking the course includes submission of new and original work for the new course. Assignments from previous seminar coursework may not be resubmitted. Moreover, field hours from previous seminar courses where the student failed or withdrew do not carry over and must be repeated. The student must complete additional field hours as assigned by the course (200 hours for each generalist field seminar and 250 hours for each advanced field seminar).

7.10 Liability Insurance

Prairie View A&M University Administrative Office maintains a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing their field practicum duties. The liability policy provides amounts not less than \$2,000,000 per occurrence based on a \$3,000,000 annual aggregate. Students wishing to obtain additional coverage at their own expense may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387. The University does not provide automobile liability coverage.

Section 8.0 TERMINATION FROM MSW PROGRAM

8.1 Student Termination

The PVAMU MSW Program strives to bring out the best in our students. Our goal is for our students to enter and graduate from the program. However, in some circumstances, students may not be able to continue in the program due to violation of program policies that may include:

1. Inability to maintain an acceptable or required academic grade point of (3.0 overall) and a minimum of "C" in one course
2. Student's failure to obtain satisfactory professional performance evaluation
3. Student's behavior is considered to violate the NASW Code of Ethics
4. Failure to meet PVAMU expectations of what is considered a Professional conduct
5. Violation of Academic Dishonesty such as plagiarism, cheating, forgery, falsification of a document to the University or at the agency, and lying
6. The impairment of Student' performance at the field agency endangering clients' lives due to unresolved personal issues or the use of cell phones
7. Use of drugs or chemicals that cause impairment occurring during the program.
8. Consistent and recurring absenteeism
9. Inability of the Student to develop appropriate interpersonal skills needed for effective social work practice
10. Repeated failure of a student to demonstrate professional behavior and work habits.

The MSW Program Director, in consultation with Social Work Field Director, or Field Faculty Staff may also request outside review and professional opinions in deciding or taking an appropriate course of action in the event of any violations of the above

Section 9.0 ACADEMIC STANDARD

9.1 Academic Integrity

Prairie View A&M University considers academic honesty one of its highest values. A learner who obtains academic credit for work that is not the product of his or her effort is being dishonest and is undermining the academic integrity of the University.

9.2 Academic Dishonesty

The University Policy on Academic Dishonesty is detailed in the University Code of Conduct Student Handbook. The policy describes academic dishonesty as (a) cheating (using unauthorized materials, information, or study aids in any academic exercise or national board examination), plagiarism, and dual submissions, falsification of records, unauthorized possession of examinations, and any other actions that may improperly affect the evaluation of a student's academic performance or achievement; (b) assisting others in such acts, or (c) attempts to engage in such acts. A complete listing of academic guidelines and instructions can be found in the University Student Conduct Code and Handbook.

Course credit is to be earned by students and may not be obtained through acts of dishonesty. Disciplinary action will be taken against any student who alone or with others engages in any act of academic dishonesty such as cheating or plagiarism.

9.3 Plagiarism

Plagiarism as defined by the University includes:

1. When students fail to credit sources in their work
2. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources, such as cutting and pasting from the Internet (University Code of Student Conduct). Faculty members have the choice of evaluating plagiarism using a computerized program

9.4 Cheating

Cheating is defined as acquiring and/or providing information such as:

1. Using unauthorized materials, information, or study aids in any academic exercise.
2. Obtaining answer for exam answers from unauthorized sources
3. Copying the work of another student during an examination.

4. Informing a person of the contents of an examination before the time of the examination is given
5. Cutting and Pasting directly from textbooks, websites and other sources is not acceptable and considered dishonest

9.5. Academic Probation

Two year and three-year MSW students who do not earn a cumulative grade point average of 3.0 at the end of the semester are placed on academic probation for the following term. Students who do not achieve a cumulative grade point average of 3.0 the following semester will be dismissed from the MSW Program (see Policies and Procedures for Graduate Programs and PVAMU Graduate Catalog).

A student who receives a grade of "C" in Practicum will be placed on academic probation within the Department of Social Work for the following term. The student will be permitted to enter the next practicum course on the condition that they must receive a minimum of a "B" grade in the next Practicum. Students who do not receive a minimum of a "B" grade will not be permitted to remain in the program.

9.6 Readmission after Termination

Students who have been terminated from the program shall not be considered for readmission for three (3) years from the termination date.

Students who are readmitted following termination for academic reasons must:

1. Retake all courses where a "C" or "F" grade was received. A student must receive a "B" or better in these courses
2. Receive a "B" or better in all remaining courses
3. Students who were dismissed for receiving an "F" in Field are not eligible for readmission to the MSW program

9.7 Transfer of Credits

Graduate credit earned at another accredited institution, not exceeding six (6) semester hours, may be transferred and applied toward the master's degree at Prairie View A&M University. Minimum of "B" may be transferred. Under no circumstances will transfer course work be considered that will be more than six (6) years old when the degree is awarded.

9.8. Transfer Credit Form

[See link](#)

9.8.1. Request to Validate

Students have a window of six consecutive years to complete their master's degree. Credit for individual courses completed in residence between six and seven years before all requirements for the master's degree is completed may be re-validated by a special examination given by the Department concerned. A course in which a grade of "C" was earned cannot be re-validated. Information for specific doctoral programs is found in the graduate catalog under the degree description as follows:

1. Request to Re-validate Courses
2. Approval to Re-validate Courses
3. Academic Dismissal Appeal

All graduate students are required to maintain a 3.0 cumulative grade-point average. If a student's cumulative GPA falls below 3.0 during any enrollment semester, the student will be placed on academic probation. In the next semester of enrollment, the student must raise his/her GPA to 3.0 or above or be dismissed from Graduate Studies. A student wishing to appeal an academic dismissal must complete the Graduate Student Academic Dismissal Appeal Packet as follows:

1. Academic Appeal Packet
2. Graduate Student Academic Appeal College Recommendation Form

Section 10.0 PROBATION AND DISMISSAL

10.1 Probation and Dismissal

All graduate students are required to maintain a 3.0 cumulative grade-point average. If a student's cumulative GPA falls below 3.0 during any enrollment semester, the student will be placed on academic probation. Within a semester, the student must raise his/her GPA to 3.0 or above or be dismissed from Graduate Studies. A review of a graduate student's academic performance and progress may result in a recommendation for dismissal from the program. A student who is dismissed has the right to appeal the decision first to the departmental Committee, followed by the Dean of the College and the Dean of Graduate Studies. The decision first rests with the departmental Committee. If the pertinent department/school, the College Dean, and the Dean of Graduate Studies agree to reinstate the student, the decision will be communicated to the student. The decision regarding summer and fall dismissals will be made in the spring semester, and dismissals in the fall semester will be decided in the spring semester.

A graduate student who is readmitted will return on academic probation until the cumulative GPA of 3.0 is met. A student who earns a 3.0 term GPA while on probation may register for subsequent semesters without an appeal. A student who earns a term GPA of less than 3.0 while on probation will be dismissed from the program. Individual graduate programs may also impose additional cumulative GPA and grade restrictions for their students.

10.2 Academic/Coursework Appeal and Grievance Process

The Office of the Registrar will provide the Notice of Academic Dismissal for graduate students who have been dismissed for failure to maintain the required 3.0 cumulative grade-point average. The notice will include instructions for submitting an appeal for readmission. Students should carefully review the instructions for submitting the appeal and adhere to the prescribed format. Appeal documents may be found on the Office of Graduate Studies website. All appeals should be signed and submitted to the Office of Graduate Studies. An incomplete appeal will not be processed. Students should not email, contact by phone, or visit any member of the Appeals Committee. The Notice of Academic Dismissal from the Registrar's Office will generally be transmitted to the respective graduate students via email by the 5th working day after grades have

been posted for the semester or session. Students are encouraged to check their grades soon after the end of a given semester to determine if an appeal is necessary.

The deadlines for submitting the appeal for readmission will be determined by the Office of Graduate Studies and provided in the Notice of Academic Dismissal. Information regarding deadline dates will also be available on the Office of Graduate Studies website. The Office will notify a student of Graduate Studies within two weeks of submitting the appeal documents as to whether the appeal has been denied or approved. Academic appeals are only considered for dismissals that occur at the end of a fall or spring semester. For a student dismissed after a summer term, the academic appeal will not be considered until the following spring.

10.3 Deadline for Submitting Academic Appeal to Graduate Studies

1. Fall (dismissal at the end of spring term) - August 1st
2. Spring (dismissal at the end of summer or fall term) - January 2nd

If the date falls on a weekend or holiday, the deadline will be the following business day.

Section 11.0 MSW PROGRAM APPEAL AND GRIEVANCES

11.1 MSW Appeals and Grievances Committee

The MSW Appeals and Grievances Committee is responsible for reviewing and evaluating performance standards for Graduate Students. These include academic, standing, professional conduct, and performance in field education. The Committee serves as an advisory entity to the Dean and is responsible for reviewing and evaluating graduate students' situations in which a student's academic standing and continued matriculation may be at risk. The MSW Program Appeals and Grievances Committee reviews also consider student grievances.

An Appeals and Grievances Committee will be activated and convened by the Academic Advisor and the student:

1. When a grievance is registered by the student
2. When the condition of the grade point average is not met by the student after two or more semesters
3. When the student fails to successfully complete their internship
4. When the grades in Field Education or co-requisite are below a "B"
5. When student blatantly violate the PVAMU university code of conduct; or

The MSW faculty member may chair the Grievance Committee. It is understood that the MSW Program Appeals and Grievances Committee is set up to address agency matters and not legal proceedings. No participant shall be entitled to other advocates external to the Department of Social Work or legal representation. Once it is agreed upon the need for a form grievance meeting with the Committee, the student, the Student's Advisor(s), and the Committee members will receive written notification of the Committee's date and time. A completed grievance form is sent to all members of the MSW Program Appeals and Grievances Committee. The Student, their Advisor (s), and the Committee that has been constituted will strategize how the student will move forward. In the meeting, there should be agreement on a corrective action plan to move forward. Any consequences of not fulfilling the conditions for graduation should also be clearly stated.

Following the meeting, a summary of the meeting, detailing the newly constructed or revised corrective action plan and the identified consequences is prepared and sent to the Student, Academic Advisor, and the Field Faculty Coordinator within ten business days. The Student and Academic Advisor must sign the newly constructed or revised corrective action plan. A copy of the summary and signed corrective action plan is placed in the Office of the MSW Academic Student Services in a locked file. Students may appeal a revised corrective action plan of the MSW Program Appeals and Grievances Committee in writing to the MSW Program Director within ten business days. Appeals must be based on the following:

- a) new evidence that has come to light since the meeting or
- b) a procedural violation.

The MSW Program Director reviews the appeal and sends a written determination to the student within ten business days of receiving the appeal. Whatever the Appeals and Grievances Committee's outcome, it is ultimately the student's responsibility to meet the conditions for graduation. If a student fails to do so, they may not file for graduation. It is noteworthy, the responsibility of the MSW Program Appeals and Grievances Committee is to engage in a systematic and thorough process of inquiry to gather relevant information regarding the situation, meet with the student to discuss the situation (whenever possible), and provide a summary and recommendation regarding the reviewed situation. The MSW Program Appeals and Grievances Committee will make the final decision on resolution which may include termination for non-academic or professional reasons. The MSW Program Appeals and Grievances Committee reviews all complaints of student misconduct, determines the seriousness of the behavior, and develops an appropriate course of action. Termination from the MSW Program may be immediate if there is a conviction of a serious violation such as assault, rape, murder, etc.

The MSW Program Appeals and Grievances Committee will conduct a thorough investigation of the allegation against the student as well as:

1. inform the student of the specific behavior(s) in question and how and why it violates the NASW Code of Ethics
2. identify the person(s) reporting the behavior and provide clear evidence that the student in question is in violation, and
3. present corrective steps with timetables to resolve the problematic behavior

The Committee will prepare a written agreement detailing the student's conditions - satisfy before final action is taken against her/him. The Student, the Committee, and the Program Director will sign the agreement. A copy will be given to the student and a copy placed in the student's social work program file.

The Committee will brief the Program Director on the situation. If the student fails to meet the agreement's requirements according to the timetable, the Committee will then recommend termination from the Social Work Program. The student will be advised for other educational programs. The student has the right to appeal termination from the Program for professional reasons by writing a reconsideration letter to the MSW Program Director, clearly stating their case. Director will review the student's letter of reconsideration and decide or have the faculty a full review of the case. The student has the option to request a meeting with the faculty. This request must be in writing. The faculty will settle the case as a committee.

11.2 Field Education Grievances & Appeals

Students may present compelling evidence to counter any allegations of unprofessional behavior in the Field. Such evidence must be able to demonstrate the student's capability and willingness to maintain acceptable behavior. However, after dismissal for inability to meet professional performance, readmission into the Field of education may not be guaranteed.

Section 12.0 FIELD EDUCATION APPEALS PROCEDURES

12.1 Field Appeal Procedures

Within 25 days of notice of dismissal from field education, students may appeal to the Field Director or Field Coordinator's decision by submitting a letter of appeal to the MSW Program Director. When the appeal letter is received, the Program Director will meet with the student to review all evidence within ten business days. If the student is not satisfied with the outcome of the meeting with the Program Director, a committee for Grievance and Termination will meet to determine termination for non-academic or professional reasons.

The Committee will review all complaints of student misconduct, determine the seriousness of the behavior, and develop an appropriate course of action. Termination from the Social Work Program may be immediate if there is a conviction of a serious violation such as assault, rape, murder, etc. The Committee will conduct a thorough investigation of the allegation against the student as well as:

1. Inform the student of the specific behavior(s) in question and how and why it violates the NASW Code of Ethics
2. Identify the person(s) reporting the behavior and provide clear evidence that the student in question is in violation, and
3. Present corrective steps with timetables to resolve the problematic behavior

The Committee will prepare a written agreement detailing the conditions the student must satisfy before final action is taken against her/him. The Student, the Committee, and Program Director will sign the agreement. A copy of the agreement will be placed in the student's file and in the Office of the MSW Academic Student Services. The Committee will brief the Program Director on the situation. If the student fails to meet the agreement's requirements according to the timetable, the Committee will then recommend termination from the Social Work Program. The student will be advised for other educational programs.

Section 13.0 RIGHTS AND RESPONSIBILITIES OF GRADUATE STUDENTS

13.1 Non-discrimination and Human Diversity

The Prairie View A&M University, The Department of Social Work, and its academic programs embrace diversity in all aspects of programming and administrative operations. The University's non-discrimination policy states that the Department of Social Work does not discriminate based on age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. See Appendix E review the University/Department of Arts and Sciences and the Department of Social Work Non-Discrimination policies.

MSW students are afforded rights and privileges that include freedom from discrimination based on race, color, ethnicity, national origin, religion, sex, age, sexual orientation, political orientation, veteran status, disabled veteran status, or disability unrelated to the program performance. Additionally, students have the right to learn in an environment free from sexual harassment, entitlement to intellectual property ownership, and have rights about educational records as promulgated in the General Education Provisions Action. Students have the right to seek redress through established institutional procedures outlined in the Graduate Catalog.

13.2 Students Responsibilities

The student's responsibilities include the following:

1. All students must participate in an online orientation for the Master of Social Work Program. It is the student's responsibility to participate in an orientation to become familiar with the policies and procedures governing graduate study as outlined in the Graduate Catalog and the MSW Program Student Handbook, an overview of the MSW curriculum, advising, and Field Practicum requirements. Additionally, online orientation will provide library services, student support, available student support services, and technical assistance. The program website will be used to provide information from the coordinator and professors with helpful hints for students. As part of the orientation, students are introduced to the faculty and learn their online program expectations.
2. Students interact via Canvas Learning Management System, email, video conferencing, discussion board, and other collaboration tools. A sense of community is developed

through faculty/student interactions, orientation, and progress through the program. Students are assigned an advisor who is a faculty available for questions and concerns.

3. Social work students have the right to receive faculty support to maximize academic potential. Accordingly, students have the right to expect social work faculty members to be accessible to students at convenient times as scheduled by appointment.
4. Students will attend asynchronous classes that can be completed without being online on a particular day or time; the field seminar is a synchronous class for which students attend class together online at the same time, and similar to a traditional on-campus class. Students will be part of a learning cohort community where they collaborate and develop relationships with professors, peers, and field agencies.
5. Students have the right to expect to communicate expeditiously with faculty via telephone, email, or in writing. It is expected that faculty will respond to students' inquiries within 48 hours during Monday through Friday and within 48 hours during the weekend.
6. Students have the right to request faculty consultation necessary and appropriate for understanding assignments and avenues available for improving skills.
7. Students have the right to receive written notification of classroom policies (i.e., policies stated in course syllabi) and curriculum requirements.
8. Students are responsible for conducting themselves in a manner consistent with the ethical principles and standards of PVAMU's academic community and the social work profession's ethical standards. PVAMU's policy regarding academic misconduct includes abetting, cheating, plagiarism, fabrication, and misrepresentation.
9. Policies regarding non-academic conduct violations that include inhibiting the institution's pursuit of its educational objectives, disregarding other members of the academic community's rights, and disregard for safety to property and others are also found in the PVAMU Graduate Catalog.
10. In the social work learning community, students are responsible for upholding ethical standards, as stated in the NASW Code of Ethics. Gross violations of the Code that correspond to Prairie View A&M University (PVAMU) policies regarding academic and non-academic misconduct are subject to the disciplinary action prescribed in the PVAMU Catalog. These policies and practices are found in the University's Graduate Catalog, the

Graduate Academic Regulations and Procedures Handbook, the MSW Program Student Handbook, and the MSW Field Practicum Manual (see here).

11. Each Student enrolled in the graduate social work program has the opportunity to participate in his/her learning outcomes actively. There are several ways in which students engage in their learning experiences. For example, students are assigned an academic advisor with whom they can discuss responsibilities and expectations related to program goals and objectives and meet the requirements of Prairie View A&M University.
12. Students must assume specific responsibilities for preparation as successful social workers. For example, students are expected to utilize the University and MSW Program (Graduate Student Resource Center, Graduate Writing Lab, University Counseling Center, and Center, faculty and staff, and peers). Furthermore, resources such as the university library online (e.g., online, full-text journals, online databases such as EBSCO, R-Reserve, Online reference materials, and Interlibrary Loan services) are available to students. The library website, <https://www.pvamu.edu/library/>, provides detailed information about all library services and electronic resources.
13. Students are encouraged to strive to be assertive and conscientious in terms of being informed of all activities of the MSW Program by regularly visiting the website and reading the program's bulletin boards. Of equal importance, students are responsible for expressing values, attitudes, and behaviors consistent with program expectations.
14. In the areas of governance and program maintenance, students participate in selecting their field placement agencies. They are expected to engage in meaningful discussion about course content, materials, assigned readings, agency policies, and methods of instruction with faculty field liaisons and field supervisors.
15. Students are responsible for participating in developing their educational plan by working with their agency, field supervisor, and faculty liaison. The student's participation consists of outlining educational objectives and outcomes as part of the Field Practicum Learning Contract development. Students also participate in the MSW Program planning and maintenance.
16. Students are eligible to be appointed annually to serve on different MSW Program committees and have representation on special committees, representation on the field practicum advisory board, and representation on the MSW Academic Practicum Grievance

Committee, attend faculty meetings, serve as student representatives on curriculum content area committees, and assist faculty in planning the orientation of new MSW students.

13.3 Accommodation to Students with Disabilities

Accommodations for students with disabilities will be made available by PVAMU. Below are the procedures to follow:

1. Formal request for accommodation must be submitted by student.
2. Request for accommodation is accompanied by medical or psychometric documentation issued by a licensed medical doctor, psychologist, or mental health profession indicating the presence of a diagnosis of physical, mental, or learning disorder.
3. The PVAMU and the Department of Social Work Program review submitted documents for a decision on type of reasonable accommodation to be recommended.
4. Upon receipt of the request for accommodation with necessary documents, students will be sent a notification letter by the office of Disabilities and type of accommodation granted. Faculties teaching the student will also receive a copy of the letter.
5. Students with approved reasonable accommodations are considered for type of modification highlighted in their approval. The exception will be for short-term disabilities as in broken bones or major surgery. In consultation with the program director or head of department, faculties may grant short-term disability accommodation.
6. Disability accommodations are not to be perceived as an entitlement, but rather it is given to allow equal access to educational opportunities for all students.
7. Who student who has been given reasonable accommodation the university should also required the field agency for disability accommodation. This may also be incorporated into the learning contract for appropriate assignments.
8. Students are to notify the director of field through their field application before the start of field practicum.

13.4 MSW Student Advisement

Each student is assigned an educational advisor once they are admitted to the program. The educational Advisor's role is to guide the student in developing an educational plan for his/her time in the program. Students are assigned an advisor as they enter the graduate program. Graduate students must contact the Advisor during the early registration period of each semester. Students should check with the Registrar's Office, graduate catalog, or the Department of Social Work for specific dates. The degree plan for each student is developed in consultation with the student's Academic Advisor before completing 12 semester hours.

13.5 Expectations of Faculty

It is expected that the faculty will:

1. Provide a syllabus that includes a description of the course, course objectives, reading requirements, class assignments, expectations of course completion, and the procedure for course evaluation.
2. Encourage students to utilize the John B. Coleman Library and other college and university libraries in the area.
3. Demonstrate fairness, impartial and constructive in evaluating a student's academic performance.
4. Return student papers, assignments, and examinations promptly and with appropriate constructive comments.
5. Post and keep regularly scheduled office hours.
6. Encourage constructive criticism and recommendations from students about how courses can be improved as part of the semester evaluation of each course.
7. Treat students with respect at all times.

13.6 Expectations of Students

It is expected that students will:

1. Participate in orientation and become familiar with policies and procedures.
2. Participate in asynchronous classes, which can be completed online.
3. Participate in a field seminar, which is synchronous classes for which students attend class together online at the same similar time.
4. Adequately prepare for each class and actively participate in discussion boards.
5. Notify professors of any problems related to academic learning and student progress through the program.

6. Complete and submit all course assignments by the date(s) designated.
7. Not plagiarize the work of others. Plagiarism is a violation of University and School policies and can result in administrative termination (See University Catalog: Conditions Warranting Administrative Termination. Also, Handbook of Academic Policies and Procedures for Graduate Students and Faculty); and
8. Be respectful of classmates, faculty, and staff always.

13.7 Personal Conduct and Use of Social Media

As social workers, we must be aware that our private world has a greater likelihood of becoming public when using social media. MSW faculty, field instructors, students, and clients may have access to personal information via Internet and social platforms. NASW Code of Ethics Section 1.06(g) states “Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.” Also, Section 4.03 of the Code of Ethics states that "social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities." It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc., on their personal social media pages (e.g., Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked).

When using social media, students should be clear if they are sharing personal views and use good judgment regarding sensitive issues. Verify information before posting it, correct mistakes promptly, and be aware of legal liability issues such as copyright infringement, defamation, and post proprietary information. See Section 4.06(a) of the Code of Ethics: "Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency."

Social media channels provide an excellent means to build community; however, as you utilize these tools, do not harm yourself, your field site, your clients, the MSW Program, your classmates, or the social work profession in the process. Students who are in clear violation of the Social Work Code of Ethics section(s) referenced above will be subject to possible termination from the program for unprofessional behavior.

13.8 PVAMU Code of Conduct

In addition to the above-stated expectations, students must Division of Student Affairs and the Office for Student Conduct. Adhere by the PVAMU Catalog; PVAMU Handbook of Academic Policies and Procedures for Graduate Students and Faculty). The rules and procedures that form the Student Conduct Code helps ensure that Prairie View A&M University provides a living, learning, and working environment where every Panther Student can meet their academic goals. By establishing the Student Conduct Code as acceptable behavior, we are protecting every student's rights while also ensuring orderly operations of the University.

The Prairie View A&M University Student Conduct Code serves as the first resource for your questions about University rules and regulations and your rights and responsibilities. Should you need additional assistance in utilizing the processes presented in the Student Conduct Code, navigating the grievance and appeals procedures, or understanding the student disciplinary procedures, we encourage you to call upon the University's faculty, administrators, and staff at your disposal. The staff and faculty of the MSW program are here to assist you in any way possible. The Student Conduct Code is available on this website, and copies may be obtained from the Office of Student Affairs in Anderson Hall on the third floor.

Section 14.0 STUDENT INVOLVEMENT AND NETWORKING

14.1 Student Organizations

Student organizations at PVAMU provide a network for students to come together through shared interests and shared backgrounds. PVAMU supports hundreds of student organizations that are available to MSW students. We encourage our students to become a part of these respected organizations as they provide a platform for deep and lasting social networks worldwide. The link below is the student organization portal, where students can view the student organizations' names, missions, and activities (<https://pvpawlink.pvamu.edu/>). The Social Work Action CLUB (SWAC) is open for all MSW social work students. The SWAC supports local community resident organizations. The department also encourages students' active involvement in professional organizations and participates in workshops, seminars, and annual conferences.

14.2. Professional Organizations

The MSW Program encourages students' active involvement in professional organizations and participates in workshops, seminars, and annual conferences. Students hold membership of the National Association of Social Workers and the National Association of Black Social Workers. Students are encouraged to be active in the local chapters of these organizations. Students are also encouraged to initiate and plan special activities for social work month and other social work activities. Additionally, students are free to plan colloquia and various public forums, which address current social issues. The Department identifies and holds an initiation ceremony for those students who meet eligibility requirements for membership in various honorary organizations and/or societies, notably the Alpha Delta Mu Social Work Honor Society and Lambda Nu Chapter of Phi Alpha International Honor Society for Social Workers.

Section 15.0 ACCREDITING BODIES

15.1 University Accreditation

PVAMU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award undergraduate, graduate, and professional degrees and certificate programs. <https://sacscoc.org/>

15.2 The Council on Social Work Education (CSWE)

PVAMU's Department of Social Work is not accredited by the Council on Social Work Education (CSWE) <https://www.cswe.org/>. Our department is currently in the process of establishing its accreditation. Contact CSWE at 1701 Duke Street, Suite 200, Alexandria, VA 22314, or call 703-683-8080 for PVAMU's Department of Social Work accreditation questions.

Section 16.0 APPENDICES

16.1 List of Appendices

Appendix A - NASW Code of Ethics

- [See link](#)

Appendix B - NABSW Code of Ethics

- [See link](#)

Appendix C - PVAMU Non-Discrimination Policy

- [See link](#)

Appendix D - PVAMU Sexual Harassment Policy

- [See link](#)

Appendix E - PVAMU Equal Opportunity/Affirmative Action Policy

- [See link](#)

Appendix F - PVAMU Policy on Drug-Free Environment

- [See Link](#)

References

Council on Social Work Education (CSWE) Commission on Educational Policy. (2015).
Educational policy and accreditation standards: For baccalaureate and master's social
work programs. Retrieved from

<http://www.cswe.org/Accreditation/EPASRevision.aspx>