

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



Bachelor of Social Work
2023 – 2025
BSW Program Handbook

PREFACE

The Bachelor of Social Work (BSW) Program Undergraduate Student Handbook is a vital resource to help students understand and utilize the policies, procedures, and programs of Prairie View A&M University's Brailsford College Arts & Sciences, Department of Social Work, BSW Program. It is the responsibility of every student majoring in the BSW degree program to familiarize themselves with the contents of this Handbook.

RESERVATION OF RIGHTS: This manual is intended to guide Prairie View A&M University's Brailsford College Arts & Sciences, Department of Social Work, BSW students and faculty. The manual sets forth policies, curriculum, and procedures, but the Department of Social Work reserves the right to amend this handbook at any time and without notice to reflect policy, law, or regulation modifications. The manual is not intended and should not be regarded as a contract between the Department of Social Work and any student or other person.

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Prairie View A&M University is committed to providing equal educational opportunity for all qualified student applicants and enrolled students regardless of race, sex, religion, color, national origin, age, ancestry, physical handicap, military, or marital status. This commitment to equal opportunity includes recruitment, admission, access to and usage of facilities, counseling and testing, financial assistance, placement, and curricular programs and activities.

This publication can be made available in an alternative format upon request.

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History of Prairie View A&M University

Prairie View A&M University, the second oldest public institution of higher education in Texas, originated in the Texas Constitution of 1876. On August 14, 1876, the Texas Legislature established the “Agriculture and Mechanical College of Texas for Colored Youths” and placed responsibility for its management with the Agricultural and Mechanical College Board of Directors at Bryan. The A&M College of Texas for Colored Youths opened in Prairie View, Texas, on March 11, 1878.

The University’s original curriculum was designated by the Texas Legislature in 1879 as a “Normal School” for the preparation and training of teachers. This curriculum was expanded to include the arts, sciences, home economics, agriculture, mechanical arts, and nursing after establishing the university as a branch of the Agricultural Experiment Station (Hatch Act, 1887) and as a Land Grant College (Morrill Act, 1890). Thus, began the tradition of agricultural research and community service, which continues today. The four-year senior college program began in 1919, and in 1937 the division of graduate studies was added, offering master’s degrees in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology.

In 1945, the institution’s name was changed from Prairie View Normal and Industrial College to Prairie View University, and the school was authorized to offer, “As the need arises,” all courses offered at the University of Texas. In 1947, the Texas Legislature changed the name to Prairie View A&M College of Texas. It provided that “courses be offered in agriculture, the mechanic arts, engineering, and the natural sciences connected in addition to that, together with any other courses authorized at Prairie View at the time of passage of this act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas at Bryan.” On August 27, 1973, the institution’s name was changed to Prairie View A&M University, and its status as an independent unit of the Texas A&M University system was confirmed. In 1981, the Texas Legislature acknowledged the University’s rich tradition of service and identified various statewide needs which the University should address, including the assistance of students of diverse ethnic and socioeconomic backgrounds to realize their full potential and assistance of students of small and medium-sized communities and businesses in their growth and development.

In 1983, the Texas Legislature proposed a constitutional amendment to restructure the Permanent University Fund to include Prairie View A&M University as a beneficiary of its proceeds. The Permanent University Fund is a perpetual endowment fund initially established in the Constitution of 1876 for the sole benefit of Texas A&M University and the University of Texas. Furthermore, the 1983 amendment dedicated the University to enhancement as an “institution of the first class” under the governing board of the Texas A&M University System. The voters approved the Constitutional amendment on November 6, 1984. In January 1985, the Board of Regents of the Texas A&M University System responded to the 1984 Constitutional Amendment by stating its intention that Prairie View A&M University becomes “an institution nationally recognized in its areas of education and research.” The Board also resolved that the University should receive its share of the Available University Fund, as previously agreed by Texas A&M University and the University of Texas.

In October 2000, The Governor of Texas signed the Priority Plan, an agreement with the U.S. Department of Education Office of Civil Rights to make Prairie View A&M University an educational asset accessible by all Texans. The Priority Plan mandates the creation of many new academic programs and facilities. It also requires removing language from the Institutional Mission Statement, which might give the impression of excluding any Texan from attending Prairie View A&M University.

The University's enrollment now exceeds 8,000, including more than 2,000 graduate students. Students come from throughout the United States and many foreign countries. In the last five years, 5,970 degrees were awarded, including more than 2,400 graduate degrees. During the University's 130-year history, some 46,000 academic degrees have been awarded.

Prairie View A&M University University Mission Statement

Prairie View A&M University is a state-assisted, public, comprehensive land-grant institution of higher education. The university was designated in a 1984 amendment to the Texas Constitution as an "institution of the first class." It is dedicated to achieving excellence and relevance in teaching, research, and service. It seeks to invest in programs and services that address issues and challenges affecting the diverse ethnic and socioeconomic population of Texas and the larger society, including the global arena. The university seeks to provide a high-quality educational experience for students who, upon completion of bachelor's, master's, or doctorate degrees, possess self-sufficiency and professional competencies. The experience is imbued by the institution's values, including access and quality, accountability, diversity, leadership, relevance, and social responsibility.

(Amended Mission Statement approved by The Board of Regents of the Texas A&M University System on September 3, 2014.)

University Vision Statement

As an "institution of the first class," Prairie View A&M University will continue building on a historical foundation of teaching, research, and service. Excellence through imperatives will lead us boldly with imagination and vision to serve the state and beyond with solutions for new problems and needs. The institution will provide educational experiences leading graduates toward professional practice and meaningful societal participation; service opportunities will be enhanced through leadership development, service learning, and community outreach; and research will be conducted that includes creating, disseminating, and assessing new knowledge and practice.

(From Prairie View A&M University Member Strategic Planning Draft for the Texas A&M University System Strategic Plan: Executive Summary, April 2016-2021)

University Core Values

Access and Quality

Prairie View A&M University will provide equal educational opportunity to increasing numbers of persons from unserved and underserved populations residing primarily among the economically and socially bypassed in society; further, the University will provide educational programs designed to prepare all graduates to compete successfully in the graduate and professional schools as well as in the labor force.

Diversity

Prairie View A&M University will sustain its commitment to recruit, enroll, educate, and graduate students and to employ and advance faculty and staff without regard to age, ethnicity, gender, national origin, socioeconomic background, or educationally unrelated handicap; further, the University will offer challenges to both the academically talented and the under-prepared who arrive in college with ability, but without college-ready achievement.

Leadership

Prairie View A&M University will stimulate, initiate, and implement programs and services to both inspire and guide students, faculty, and staff in developing their self-confidence, self-discipline, and other requisites to becoming successful leaders in their professions and their communities; further, the University will offer campus-based and distance education programs to enhance the life chances for persons in its service areas.

Relevance

Prairie View A&M University will respond to the need for highly literate, technologically competent graduates educated to excel in the 21st-century workforce; further, the University will extend the products of its research and service to address concerns and solve problems such as violence, abuse, and misuse; drug and alcohol abuse; mental, physical, and psychological neglect; environmental injustice; other forms of social dissonance that compromise the quality of life for the citizenry.

Social Responsibility

Prairie View A&M University will promote active participation in constructive social change through volunteerism, leadership, and civic action on the part of faculty, staff, and students; further, the University will utilize channels available for influencing public policy on the local, state, national, and international levels.



Commitment to Excellence

Upon admission to and enrollment at Prairie View A&M University, a student – undergraduate and graduate - becomes a *Panther Man* or *Panther Woman* and agrees to uphold a commitment:

- **To Excellence in Attitude** – Exhibiting a positive desire to accept the challenges of college life, refusing to allow obstacles to impede progress toward future goals and aspirations.
- **To Excellence in Personal Management** – Exhibiting the highest respect for self and the property and rights of others.
- **To Excellence in Work Ethic and Scholarship** – Exhibiting determination that leads to meeting expectations of class attendance, course requirements, work-study position, student organizations, and other commitments; exhibiting dedication and persistence required to realize one’s full academic potential.
- **To Excellence in Responsibilities for Peers** – Exhibiting leadership among peers that openly repudiated violence, illicit drug use, possession of weapons, vulgarity, apathy, or destructive, nonproductive behavior.
- **To Excellence in Professional Career Preparation** – Exhibiting deliberate pursuit of professional and career readiness as evidenced by participation in student organizations, academic learning communities, athletics competitions, career planning events, leadership training, graduate/professional school orientations, and other career preparation activities.
- **To Excellence in Community Membership** – Exhibiting responsible citizenship; taking social and political positions that advance the common good; contributing skills and talents to promote the general welfare of local, state, regional, national, and international communities.
- **To Excellence in Honesty, Integrity, and Character** – Exhibiting a commitment to being truthful in the conduct of personal and academic matters, resisting any form of deceit, malfeasance, misrepresentation, or fraudulence; exhibiting a high standard of moral conduct as evidenced by one’s being fair, dependable, and ever mindful of how one’s behavior affects the greater good.

PVAMU Social Work Program History

The Social Work Program at Prairie View A&M University has a long and evolving history. In 1952, the Department of Sociology began offering courses in “Social Service.” These included “casework,” “group work,” and “community organization.” In 1970, the Department of Sociology and Social Work received “approved” status from the Council on Social Work Education (CSWE) to prepare students to obtain a Bachelor of Arts degree in Sociology with an emphasis on social work. The department’s name changed from the Department of Sociology and Social Work to the Department of Social Work and Sociology to reflect the predominance of the social work major.

The department obtained the Accreditation Standards in 1978 from CSWE and set about achieving initial accreditation of the Social Work Program. Initial accreditation of the Social Work Program was granted by the Council on Social Work Education in 1980. At that time, the Program had several “specializations,” including gerontology, criminal justice, mental health, and child welfare. The Program’s accreditation was reaffirmed in 1987, during which the “specializations” were

changed to social work electives. The Social Work Program in 2003 aligned itself with the generalist perspective according to CSWE standards and gained more autonomous status. In 2020 the Program gained more autonomous status with accreditation reaffirmation for the full eight-year cycle to 2028.

***Education for Enhancing Social Change and
Making A Difference in People's Lives***



***A minimum of a 2.50 GPA in all SOWK courses is required to
qualify for Field education and graduation with a BSW degree.***

**The Bachelor of Social Work (BSW) Undergraduate Program
Program Description**

The Bachelor of Social Work Degree Program prepares majors for entry-level professional practice in social work or for graduate study. The program curriculum is structured to allow students to develop a broad social and behavioral sciences background, including integral components of theoretical knowledge of human behavior, practice skills, policy practice, research skills, and a field practicum.

The Department of Social Work BSW program utilizes an autonomous social work practice model to prepare culturally competent practitioners capable of intervening and working with systems of all sizes and resolving problems that particularly affect African-American children, families, and males within the context of family and community. The curriculum builds upon a liberal arts base integrating an Afrocentric perspective guided by humanistic values. Graduates are prepared to address social and economic justice issues at the local, regional, national, and international levels.

In addition to developing and modifying social policy, practice skills in interviewing, research, and methods of intervention, are required courses in the major. These courses prepare students for social work generalist practice. Students gain practical experience through a field practicum in a social work agency during the last semester of their senior year (See BSW Program Field Manual).

BSW Mission Statement

The mission of the Baccalaureate Social Work (BSW) Program is to prepare students as generalist Social Work practitioners and provide students with the requisite knowledge for advanced study. The Program equips students with core skills and values for beginning-level Social Work practice in rural and urban settings, working with individuals, families, groups, organizations, communities, and populations at risk. The Program is committed to student-centeredness and active community engagement in pursuing social and economic justice.

BSW Program Vision

The vision of the Social Work Baccalaureate Program is to prepare generalist social work practitioners with the appropriate practice and research skills, enabling effective responses to societal and economic issues faced by diverse populations.

BSW Program Goals

The Baccalaureate Social Work Program is accredited by the Council on Social Work Education. The program has five goals, which reflect the mission of the BSW program and are consistent with the purposes, values, and ethics of the social work profession.

The goals of the BSW Program are to:

1. Prepare students to understand social welfare policy and its history, policy analysis and implementation, forms and mechanisms of oppression and discrimination, and the strategies of change that advance social and economic justice in rural and urban settings.
2. Utilize a liberal arts perspective and professional foundation that prepares students for direct services with client systems of various sizes and types for students to understand the social contexts of social work practice, the behavior of organizations, and the dynamics of change.
3. Prepare students to appreciate and conduct ethical, social work research to evaluate service delivery at all levels of practice and to add to the social work knowledge base with qualitative and quantitative methodologies.
4. Prepare students for professional entry-level generalist social work practice with diverse populations in rural and urban settings at micro, mezzo, and macro levels of practice; based on knowledge, values, ethics, and skills of social work built to a liberal arts perspective and reinforced through classroom and field experiences.
5. Prepare students for a professional generalist social worker career, graduate social work education, and the importance of ongoing professional growth and development for both students and faculty.

Social Work majors have the opportunity to complete a total of 56 hours of volunteer assignments and the required 400 hours of supervised experiential field instruction in settings such as rural community centers; mental health and mental retardation agencies; drug and alcohol treatment facilities; agencies serving older people; juveniles, adults, and children; public assistance/public welfare; Social Work service; and policy-making entities and Social Work administration. Graduates of the Social Work Program secure employment in various agencies, including hospitals, schools, child welfare, probation and parole centers, residential treatment centers, and other public and private agencies.

Autonomous Social Work Practice Model

Autonomous social work practice is an ecological perspective that addresses the Person-in-situation and environment. The person is seen as a part of a bio-psycho-social system within their socio-cultural reality. Emphasis is placed on client strengths and the differential patterns of Adapting to perceived social reality. The situation is viewed as the location of the problem that affects the micro system's efforts to achieve developmental tasks, develop and utilize coping skills, gain access to opportunities, and influence the alleviation of social problems.

The environment is viewed as an interacting societal system.

The goal of autonomous social work practice is planned change and the development of change agents who are:

1. Resourceful problem solvers,
2. Knowledgeable of systems and theories,
3. Sensitive to the effects of planned change, and
4. Effective social work practitioners with individuals, groups and communities.

Roles and skills define the performance Expectations of the model.

The roles of the autonomous social worker are:

1. Advocate,
2. Mediator,
3. Educator/Consultant, and
4. Counselor/Therapist.

The skills that flow these roles are:

1. Transaction,
2. Problem-solving,
3. Survival, and Organization.

Students are expected to learn and perform these roles and skills as minimum performance standards of the autonomous social work practice model.

Generalist Perspective

The Generalist Social Work practice entails a problem-solving process (multi-method) at the micro, mezzo, and macro levels (multi-level) utilizing Social Work knowledge, values, and skills, which informs and directs service delivery to assess and intervene with the problems confronting clients (conceptualization). The generalist Practice of the Baccalaureate Social Work Program at Prairie View A&M University (PVAMU) utilizes the ecosystems approach, which includes the ecological perspective and systems theory that entails viewing the person and the problem within the environment and identifying strength within the client and the environment. Students apply the problem-solving method to empower clients and intervene across diverse client systems of all sizes (i.e., individuals, families, groups, organizations, and communities) in rural and urban settings.

Liberal Arts Foundation

A liberal arts education is emphasized as an essential method of enriching the student's life and helping them understand the relationship between the person and the environment. Knowledge of the arts, sociology, psychology, economics, the sciences, literature, religion, math, history, and other areas is essential to effective social work practice.

Humanistic Values

Humanistic values reflect the program's beliefs about the worth and dignity of all human beings and the ultimate hope that everyone will be able to develop to their maximum potential. The PVAMU, BCAS, and Department of Social Work believe that humanistic values lead to more humane practice in professional social work.

BSW Program Student Learning Outcomes/EPAS 2015

The BSW Program institutionalizes its mission and objectives through the universal social work core competencies. Associated with the mission, vision, and goals, the student must acquire the knowledge and skills necessary for entry into the profession of social work at the baccalaureate level. The outcome approach aims to demonstrate the integration and application of competencies in practice with individuals, families, groups, organizations, and communities. Evaluating the achievement of the above goals includes the nine core competencies identified by the Educational Policy and Accreditation Standards (EPAS) of Social Work Education 2015. The program aims to develop students for beginning-level Professional Social Work Practice through generalist preparation. Graduates of the Baccalaureate Social Work Program will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the NASW Code of Ethics standards, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to the context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

4. Use technology ethically and appropriately to facilitate practice outcomes; and
5. Use supervision and consultation to guide professional judgment and behavior.

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 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 levels that impact 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 the 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 the evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluating 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.

BSW Program Degree Requirements and Procedures

BSW Requirements

The central and essential mission of the Prairie View A&M University Core Curriculum is to develop each undergraduate student's capability to perform effectively in academic and professional settings. The program stresses communication and critical thinking skills for outstanding performance in a multi-faceted, modern, and changing society. Each student in the program is required to complete a University Core Curriculum. The Undergraduate BSW Program includes forty-eight (48) semester hours of coursework from approved areas of study recognized as the required general education program.

Core Curriculum Course Titles - Total Hours 48

COMMUNICATION - 6 SCH	
Course No.	Course Title
ENGL 1301	Freshman Composition I
ENGL 1302	Freshman Composition II
ENGL 2311	Technical and Business Writing

MATHEMATICS - 3 SCH	
Course No.	Course Title
MATH 1332	Contemporary College Algebra
MATH 1314	College Algebra
MATH 1511	College Algebra & Trigonometry
MATH 1316	Trigonometry

LIFE & PHYSICAL SCIENCES - 6 SCH	
Course No.	Course Title
BIOL 2401	Human Anatomy & Physio I
BIOL 2401	Human Anatomy & Physio II
BIOL 1308	Biol. Non-Science Majors I (Required)**
BIOL 1309	Biol. Non-Science Major II
CHEM 1306	Introduction to General Chemistry
PHSC 1315	Physical Science I
PHSC 2312	Physical Science II

LANGUAGE, PHILOSOPHY, AND CULTURE - 3 SCH	
Course No.	Course Title
PHIL 2306	Ethics
PHIL 2303	Critical Thinking
PHIL 1301	Intro to Philosophy
ENGL 2341	Introduction to Literature
ENGL 2334	Studies in Literature
ENGL 2331	Survey of World Literature
HUMA 1301	Introduction to Humanities

CREATIVE ARTS - 3 SCH	
Course No.	Course Title
DRAM 2322	African American Theatre II
ARTS 1301	Introduction to Visual Arts
ARTS 2328	African American Art
DRAM 1310	Introduction to Theater
MUSC 1306	Music in Contemporary Life

MUSC 1321	Fundamentals of Music
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AMERICAN HISTORY - 6 SCH	
Course No.	Course Title
HIST 1301	U.S. to 876
HIST 1302	U.S. 1876 to Present
HIST 2301	History of Texas

GOVERNMENT/POLITICAL SCIENCE - 6 SCH	
Course No.	Course Title
POSC 2305	American Government I
POSC 2306	Texas Government

SOCIAL & BEHAVIORAL SCIENCES - 3 SCH	
Course No.	Course Title
CRJS 1301	PRINCIPLES OF Criminal Justice
HDFM 2351	Childhood Disorders
HDFM 2353	Contemporary Family Cross-Cultural
HDFM 2355	Life Span Development
PSYC 2316	Psychology of Personality
SOCG 2319	Minorities in American Society
SOCG 1306	Social Problems

PROFESSIONAL DEVELOPMENT - 6 SCH	
<i>Area One (Select One)</i>	
Course No.	Course Title
MGMT 2326	Leadership In a Global Environment
FINA 2313	Financial Planning from a Global Perspective
ECON 1301	Funds of Econ in Global Society
<i>Area Two (Select One)</i>	
COMM 1311	Fund. Of Speech Communication
COMM 1318	Interpersonal Communication
COMP 1300	Digital Communication
HLTH 1304	Personal Health and Wellness

FOREIGN LANGUAGE - 6 SCH	
Course No.	Course Title
SPAN 1301	Elementary Spanish I
SPAN 1302	Elementary Spanish II

Social Work Major Required Courses - 42 SCH

Course No.	Course Title	Prerequisites and/or Corequisites
SOWK 2316	Introduction to the Field of Social Work	
SOWK 2313	Social Work with Children and Families	
SOWK 3311	Social Welfare Policy & Services (Fall)	Pre: SOWK 2361, HIST 1301, HIST 1302, POSC 2305, POSC 2306, Soc Beh Sci, - Co-Requisite: SOWK 3313, SOWK 4312, SOWK 4314
SOWK 3312	Social Welfare Analysis (Spring)	Pre: SOWK 2361, SOWK 3311, HIST 1301, HIST 1302, POSC 2305, POSC 2306, Soc Beh Sci, - Co-Requisite: SOWK 3314, SOWK 4313, SOWK 4315
SOWK 3313	Human Behavior & Social Environment I (Fall)	Co-Requisite: SOWK 3311, SOWK 4314, SOWK 4314
SOWK 3314	Human Behavior & Social Environment II (Spring)	Pre: SOWK 2361, SOWK 3313, SOCG 1301, PSYC 2301, BIOL 1308 Co-Requisite: SOWK 3312, SOWK 4313, SOWK 4315
SOWK 3321	Human & Cultural Diversity Social Work	
SOWK 4312	Social Work Practice I (Fall)	Pre: PSYC 2301, ENGL 1301, ENGL 1302, COMM 1311 Co-Requisite: SOWK 3311, SOWK 3313, SOWK 4314
SOWK 4313	Social Work Practice II (Spring)	Pre: SOWK 4312 Co-Requisite: SOWK 3312, SOWK 3314, SOWK 4315
SOWK 4314	Social Work Research I (Fall)	Pre/Co-Requisite: SOCG 4305 or PSYC 2317 or MATH 1342, Co-Requisite: SOWK 3311, SOWK 3313, SOWK 4312
SOWK 4315	Social Work Research II (Spring)	Pre/Co-Requisite: SOCG 4305 or PSYC 2317 or MATH 1342, Co-Requisite: SOWK 3312, SOWK 3314, SOWK 4313
SOWK 4617	Field Practicum (Summer)	Completion of all professional core generalist practice courses Corequisite: SOWK 4318 (must be taken concurrently)
SOWK 4318	Integrative Seminar	Completion of all professional core generalist practice courses Corequisite: SOWK 4617 (must be taken concurrently)

Social Work Major Electives - 9 SCH	
<i>Minimum Grade of "C" required</i>	
Course No.	Course Title
SOWK 2317	Multicultural Issues in Mental Health
SOWK 3315	Social Work with At-Risk Juveniles
SOWK 3316	Gerontological Social Work
SOWK 3317	Minority Aging
SOWK 4316	Honors Seminar in Social Work
SOWK 4334	Generalist Crisis Intervention
SOWK 4335	Intervention with Addicted Family
SOWK 4336	Special Topics in Social Work
SOWK 4399	Independent Study

Social Work Major Support Area - 12 SCH	
Course No.	Course Title
SO CG 1301	General Sociology
STATISTICS	SO CG4305 or PSYC2317 or MATH1342
ECONOMICS	ECON 2301 or ECON 2302
PSYC 2301	General Psychology
<i>Unrestricted Electives- 9 SCH- Minimum grade "C" requires.</i>	

Total Degree Requirements: 120 SCH

The above courses include the University Core Liberal Arts General Education Requirements of forty-eight (48) credit hours, Social Work Major Required Courses- 42 credit hours, Social Work Major Electives - 9 SCH and Social Work Major Support Area- twelve (12) credit hours. A total of 120 semester credit hours are required for graduation. All Social Work courses must be taken in sequences as presented in the degree plan and course requirements.

Social Work as a Minor:

SOCIAL WORK AS A MINOR - 18 SCH	
MINOR REQUIRED COURSES - 12 SCH	
<i>A minimum grade of "C" required</i>	
Course No.	Course Title
SOWK 2361*	Introduction to the Field of Social Work
SOWK 3311*	Social Welfare Policy & Services (<i>FALL</i>)
SOWK 3313*	Human Behavior & Social Environment I (<i>FALL</i>)
SOWK 4312*	Social Work Practice I (<i>FALL</i>)

SELECT TWO ELECTIVES - 6 SCH	
Course No.	Course Title
SOWK 2313	Social Work with Children and Families
SOWK 2317	Multicultural Issues in Mental Health
SOWK 3315	Social Work with At-Risk Juveniles

SOWK 3316	Gerontological Social Work
SOWK 4334	Generalist Crisis Intervention
SOWK 4335	Intervention with Addicted Family

The courses above is taken as a MINOR in another degree program, the required courses are SOWK 2361, 3311, 3313, 4312, and 6 hours of Social Work electives. A total of 18 student credit hours in social work is required as a minor.

Admission Information

Admission to Prairie View A&M University is open to qualified individuals, regardless of race, color, religion, gender, national origin, or educationally unrelated disability. Academic preparation and commitment to succeed are major criteria for admission to the University. All inquiries about admission, application for admission, and transcripts of credit should be addressed to the Office of Undergraduate Admissions, Prairie View A&M University, P.O. Box 519, MS 1009, Prairie View, Texas 77446.

Applying to the PVAMU BSW Program

Students enrolling and declaring a major in the BSW program apply and are accepted for admission after they have completed specific criteria. Criteria for applying to the major and admission to the major are as follows:

Applying to the Major: The PVAMU BSW students must follow the application process to apply to the program. The process includes the following:

Admission to the PVAMU:

- Declaration of social work as their major, which includes initial advisement with a faculty advisor.
- Students interested in a social work major initially meet with the Director of the Social Work Program, who interviews the student regarding their knowledge of social work and what they hope to accomplish with social work.
- The Director also reviews the steps involved in the Social Work admission process with the student. This includes explaining the advisement process (discussed later in this section) and reviewing the social work degree plan.
- Students are required to complete a social work Tracking Data Form for accounting purposes and attend a Social Work Majors' Orientation.
- Students are identified as Prospective Social Work majors until officially accepted into the Program. This usually occurs during the sophomore year when the student is nearing completion of the Program's required Liberal Arts Perspective and other basic freshmen/sophomore level courses.
- Prior to official acceptance, students must have completed the pre-professional foundation course SOWK 2361 Introduction to Social Work and Social Welfare with a minimum grade of "C". Criteria and procedures for evaluating admission to the Social Work Program include:
- Successfully Completed the University Liberal Arts Core requirements, including the Social Work Program's Liberal Arts Perspective.

- Completion of Support Area lower division (i.e., 1000 and 2000) courses.
- Submission of official Application for Social Work Professional Foundation, including an essay of not more than five (5) typed double-spaced pages on "Why I Desire to Pursue a Professional Degree in Social Work."
- Completing the pre-professional foundation course SOWK 2361 Intro to Social Work and SOWK 2313 Social Work with Children and Families.
- Overall minimum GPA of 2.5

Admissions Requirements

Students, please pay close attention to the following guidelines in declaring Social Work as a major and meeting the requirements to apply for admission to the Bachelor of Social Work Program.

Application materials are submitted online. The Director of the BSW Program/Faculty Advisor will review the student's eligibility for the profession, and then give the student access to the online portal to complete and submit the application. Students are instructed to consult with their academic advisor for any additional information, concerns, or issues related to their application.

Hard copies of the application may also be obtained from the BSW Program Office. Non-social work majors may seek permission to take selected courses within the program with the consent of the Director of the BSW Program and the Department Head.

***Please Note:** The BSW program is available only to full-time sophomore or junior Undergraduate Students who have met the requirement for admission. Students must apply to the BSW program even if they have declared social work as their major with the University.*

Admission to the Undergraduate Program in Social Work is a process consisting of the following:

1. You must be admitted to the University.
2. Formal declaration of an interest in social work and completion of an Undergraduate Social Work application.
3. Grade Point Average (GPA) 2.5 or better
4. Completion of two undergraduate social work courses: Introduction to Social Work (SOWK 2361) and Social Work with Children & Families (SOWK 2313), with a "C" or better in each.
5. Completion of two English prerequisite courses: Freshman Composition I (ENGL 1301) and Freshman Composition II (ENGL 1302) with a "C" or better.
6. Completion of twenty (20) community service hours in SOWK 2361: Introduction to the Field of Social Work.
7. Submission of the applicant's statement responding to the following questions:
8. Describe your motivation(s) for becoming a social worker.
9. Describe any employment, volunteer, or life experiences that you believe have helped prepare you to pursue a career in social work.
10. What strengths do you bring to professional social work practice?

11. What do you consider to be areas in which you need additional growth and development in professional social work practice?
12. Discuss your commitment to abide by the values and ethics of the social work profession. Identify and describe any areas in which your values conflict with professional social work values. If value conflicts exist, please tell us your plans to resolve the disputes.
13. Describe your immediate and long-range career goals and list your fields of practice preferences (client populations/social problems/agency settings).
14. List any client populations, social problems, or agency settings you feel uncomfortable with. Please explain.
15. Please include, at this point, any additional information you believe to be relevant to your application for admission to the professional core courses.
16. Must attend the New Social Work Student Orientation
17. Be willing to meet with faculty during a mentorship meeting to discuss any legal or other concerns that may impede a student's successful placement at a field agency (such as a legal or criminal background) and, if necessary, complete a Corrective Action Agreement (see the BSW Program field manual for more information on field admission procedures).
18. After students demonstrate eligibility to apply to the major, they compile all components for submission as outlined in the application procedures. Students can work with the Program's Administrative Assistant to ensure that all documents are submitted appropriately.

The category of Admit provides a student with immediate admission to the program without conditions, as all criteria have been met.

NOTE: The applicant is considered on the basis of academic performance and commitment to and suitability for generalist social work practice. Emotional and professional readiness are prerequisites. These include demonstrated emotional maturity and self-awareness in areas such as managing current life stressors effectively, reflecting on personal strengths and areas for growth/development, and positively receiving feedback and supervision throughout enrollment in the Program.

Students must also demonstrate the following professional behaviors, including but not limited to:

- Fitting well within the social work profession and the generalist framework for undergraduate social work education.
- Upholding ethical principles defined by the NASW *Code of Ethics*, Texas social work licensing criteria, the PVAMU BSW Program Code of Conduct, and PVAMU University student rights and responsibilities delineated in the University Student Handbook;
- Advocating for themselves and others in a professional manner;
- Using proper channels for conflict resolution;
- Demonstrating respect for the confidentiality and rights of others;
- Demonstrating accountability in turning in assignments on time and maintaining a good attendance record in classes.

Unprofessional Behaviors

The BSW Program's unprofessional behaviors align with CSWE's 9 core competencies. Unprofessional behaviors include, but are not limited to:

- Missing classes/meetings to the degree that it is viewed by professors and/or supervisors as negatively impacting the student's performance in the classroom and/or field placement setting (CSWE EPAS 2.1.1).
- Consistently (more than twice) arriving late to or leaving early from class sessions, meetings, etc. without discussion with and approval from the professor and/or supervisor (CSWE EPAS 2.1.1).
- Frequently (more than twice) failing to communicate with the professor/supervisor to inform of tardiness, absences, class/field placement issues, etc., ahead of time and/or failing to follow up with professor/supervisor following tardiness, absences, class/field placement issues, etc., when communicating ahead of time was not possible (CSWE EPAS 2.1.1, 2.1.3).
- Demonstrating behavior deemed by professors, faculty, staff, and/or clients to be disrespectful and/or unsupportive of peers, colleagues, clients, and/or community members (CSWE EPAS 2.1.1).
- Consistently (repeated behavior following at least 2 notices) demonstrating an unwillingness to correct verbal, written, and/or non-verbal communication when such communication has been determined to be inappropriate, disrespectful, unsuitable, or unprofessional in the class, field placement, or community-learning environment (CSWE EPAS 2.1.1)
- Demonstrating minimal or lack of respect in the classroom, field agency, or other community-learning environment for people with diverse backgrounds and/or experiences, as observed by the professor and/or supervisor (CSWE EPAS 2.1.1, 2.1.4)
- Consistently (repeated behavior following at least 2 notices) demonstrating reluctance to collaborate with peers (CSWE EPAS 2.1.1)
- Consistently (repeated behavior following at least 2 notices) failing to engage in learning activities and/or monopolizing the learning space in such a way that it limits others from engaging in the learning environment (CSWE EPAS 2.1.1, 2.1.3;)
- Consistently (repeated behavior following at least 2 notices) failing to complete work/ assignments/tasks in a timely manner as identified by the professor and/or supervisor and/or submitting assignments/work that lack neatness, accuracy, organization, thoroughness, or is generally incomplete (CSWE 2.1.1)
- Failing to adjust behaviors and/or demonstrating any unprofessional behavior following

feedback on behavior from professor/supervisor (CSWE EPAS 2.1.1)

- Demonstrating non-compliance with the Social Work Program's behavioral and academic requirements, as outlined in the Social Work Student Handbook, and university behavioral and academic requirements as outlined in the TAMUCT Student Handbook (CSWE EPAS 2.1.1, 2.1.2)
- Consistently (repeated behavior following at least 2 notices) failing to uphold the ethical standards within the NASW Code of Ethics by not adhering to the ethical responsibilities to clients (Sections 1.01-1.16), to colleagues (Sections 2.01-2.11), in practice settings (Sections 3.01-3.10), as professionals (Sections 4.01-4.08), to the profession (Sections 5.01-5.02), and to the broader society (CSWE EPAS 2.1.1, 2.1.2)
- Consistently (repeated behavior following at least 2 notices) presenting as unprofessional in attire for work and/or classroom setting, as observed, and communicated by professor, staff, supervisor, or community member (CSWE EPAS 2.1.1).

Academic and Professional Standards Termination from BSW Program

SOWK prefix courses may be repeated no more than once to achieve a passing grade of "C". Failure to pass the same SOWK course twice results in termination from the program. A minimum of 2.50, a grade of at least "C" GPA in all SOWK courses is required to qualify for field education and graduation with a BSW degree. All students must abide by the SOWK curriculum and degree plan requirements, including prerequisites, concurrent, cohorts, and sequential course offerings structures. The following foundation courses are only offered in the fall semester: (SOWK 3311, 3313, 4312, 4314). Fall semester course must be successfully completed before advancing into the spring foundation courses. Spring semester foundation courses are the following: (SOWK 3312, 3314, 4313, 4315). Additionally, these foundation courses must be successfully completed before a student can advance and enroll in the summer Field Education courses (SOWK 4318 and SOWK 4617).

Each student, upon failure to maintain required academic standard, is responsible for immediate withdrawal from the BSW program and further social work course enrollments. Each student, upon failing any SOWK course for the second time is terminated from the BSW program and, therefore, is responsible for immediate withdrawal from the program and further social work course enrollments. There is no appeal process for academic dismissal/termination from the BSW program. There is no readmission consideration for academic dismissal/termination from the BSW program. Students terminated from the BSW program may select another major area of study within PVAMU. A negative criminal record may present a problem in the areas of Agency Internship Placement (AIP), professional licensure, and employment opportunities. Should a student need help in meeting these professional and/or academic requirements, the student may initiate a meeting to request assistance from faculty. The student is encouraged to make appointment for advisement, guidance, and resolutions to their concerns. The student may use counseling and advising services at any time.

Transfer Credit

The Undergraduate Admissions Office determines the equivalency of transfer credits to academic credits earned at other institutions. The Director of the BSW Program determines whether social work courses taken elsewhere are equivalent to social work courses required by the program. If courses are deemed equivalent, the student will not have to repeat the course. Courses in social work taken in CSWE-accredited programs are evaluated individually based on catalog descriptions and/or course syllabi provided by the student to the BSW Program Director. All transfer students must contact the BSW Program Director/advisor in the social work program prior to or during registration for transfer credit evaluation.

According to University policy, the last thirty (30) credit hours of coursework must be completed at PVAMU for a degree to be conferred. The PVAMU BSW Program does not accept credits for the BSW field placements completed before a student's transfer to PVAMU BSW Program.

Nondiscrimination Policy

All social work majors must adhere to the University policy on nondiscrimination. No person shall be discriminated against for reasons of race, color, sex, religion, national origin, age, (dis)ability, citizenship, veteran status, gender identity/expression, or sexual orientation. The BSW Program is committed to having a diverse student population.

Academic Credit for Life and Previous Work Experience

The PVAMU BSW Program does not give credit to students for life experiences or previous work experiences under any circumstances.

The PVAMU BSW Curriculum Sequence

The eight (8)-foundation professional generalist course sequences provide competency-based education comprised of the necessary knowledge, values, and skills as described by the Educational Policy on Accreditation Standards (EPAS). The explicit curriculum constitutes the Program's formal education structure and includes the courses: Social Welfare Policy and Services, Human Behavior and the Social Environment, Practice, Research, and Field. Each curriculum area has a **two-course sequence that must be taken sequentially**. The competencies of each course reflect the Program's goals that the Educational Policy on Accreditation Standards guides. The section below includes a narrative describing how the curriculum provides the necessary knowledge, values, and skills to operationalize each competency and details the linkages between the Program's goals, competencies, and behaviors.

Social Welfare Policy and Services Sequence: SOWK 3113 and SOWK 3123

The policy sequence courses aim to prepare students to understand social welfare policy and its history, as well as policy analysis and its implementation, forms, and mechanism of oppression and discrimination, and strategy changes that advance social and economic justice in both rural and urban settings.

- **SOWK 3311-** Social Welfare Policy and Services provide content on the philosophy and history of social welfare and the social work profession in the United States. The course introduces the student to the fundamental American value system that undergirds its social welfare state. Additionally, the course emphasizes the economic and social antecedents of

social welfare institutions, including understanding how to define, recognize, and differentiate social problems and social issues.

- **SOWK 3312-** Social Welfare Policy Analysis builds upon the students' acquired knowledge from SOWK 3311 as described above. This course helps students critically analyze current social policies, especially those directly impacting clients' lives and well-being. Students are taught to analyze the processes of legislation formulation and implementation critically. The course emphasizes the political and organizational processes used to influence policy, the process of policy formulation, and the framework for analyzing social policies in light of the principles of social work and economic justice, including institutional justice. The course integrates the functions and responsibilities of social workers in policy development with an understanding of how such policies impact client services.
- The **SOWK 3313** course presents to the generalist social work student content on the historical and contemporary evolution of social welfare programs in the United States. In SOWK 3312, current patterns of service presented in SOWK 3311 are analyzed in greater depth to understand the mechanisms of social policy planning and development at all levels of the service system. SOWK 3123 builds on the knowledge acquired in the Social Welfare Policy and Services course by allowing students to critically analyze the impact of the social welfare legislative process on social policies (both rural and urban) learned in the first course. This kind of analysis focuses on issues of diversity, social and economic justice, oppression, discrimination, and populations-at-risk (people of color, people with disabilities, women, gay men, and lesbians). SOWK 3123 is designed to teach the application of theoretical frameworks to policy areas such as income maintenance, health, mental health, child welfare, and aging. Both courses explore the effects of policy on contemporary social work practice as well as the role of the profession in fostering optimal health and well-being.

Human Behavior and the Social Environment (HBSE) Sequence: SOWK 3313 and 3314. The HBSE sequence courses aim to help students understand the ongoing interactions between individuals, families, groups, organizations, and communities and the social environment under oppression, discrimination, diversity, and populations at risk in rural and urban settings. The HBSE sequence uses the systems theory approach, the ecological perspective, and the person-in-environment perspective to analyze and explain the interactions between and among client systems of various sizes and types. The sequence covers the NASW Code of Ethics and thoroughly examines oppression, discrimination, diversity, social and economic justice, and populations at risk. Further, the courses require students to develop a working knowledge of micro, mezzo, and macro theories and invest in understanding the interactions between social systems and the social environment.

The **HBSE** sequence focuses on issues of diversity, social and economic justice, oppression, discrimination, and populations-at-risk (people of color, people with disabilities, women, gay men, and lesbians.) Knowledge of the social work values and ethics is infused throughout the courses. Rural and urban issues are intermingled in the courses. Two of the nine Social Work Program learning competencies are operationalized through the HBSE sequence. They are: (1) Use of values,

knowledge, and skills of generalist social work practice when working with clients of diverse race/ethnicity, gender (including transgender), social class, age, marital status, religious beliefs, and sexual orientation. (2) Apply Human Behavior and Social Environment knowledge across the lifespan.

- **SOWK 3313, Human Behavior and the Social Environment I** assist students in applying knowledge and theoretical perspectives to biological, psychological, social, and cultural aspects of human behavior and the social environment among individuals, families, and small groups. The SOWK 3313 course teaches generalist social work students to apply knowledge and theoretical perspectives to the biological, psychological, social, and cultural aspects of human behavior and the social environment among individuals and between individuals and families and small groups (micro and mezzo). The systems theory, the ecological perspective, and the person-in-environment perspective frame the theoretical frameworks.
- **SOWK 3314, Human Behavior and the Social Environment II**, helps students identify large groups, communities, organizations, and institutions' social, psychological, cultural, and biological factors. HBSE II (SOWK 3314) teaches students to identify the social, psychological, cultural, and biological factors of large groups, communities, organizations, and institutions (macro).

Social Work Practice Sequence: SOWK 4312 and SOWK 4313

The practice sequence courses aim to prepare students for generalist practice with systems of all sizes and a diverse clientele in rural and urban settings. The practice sequence acquaints students with basic knowledge, values, attitudes, skills, and professional relationships utilized by beginning professional practitioners in generalist social work practice. The SOWK 4312 and SOWK 4313 sequence is based on the generalist model and strength-based perspectives and maintains a focus on social systems. The major thrust of the sequence is to equip students with the basic knowledge, values, attitudes, skills, and professional relationships utilized in generalist social work practice by beginning practitioners. The generalist model prepares students to intervene with systems at all levels, including individuals, families, small groups, organizations, and communities. Knowledge, values, and skills for working with diverse clientele are infused throughout the sequence. These two courses prepare the students to work in many settings with different types of people; the practice sequence emphasizes knowledge in rural and urban populations.

- **SOWK 4312, Social Work Practice I**, introduces social work knowledge, skills, values, and ethics, including the generalist approach to social work practice. Although the client may be an individual, family, group, organization or community. Furthermore, SOWK 4312 Social Work Practice I is on social work with individuals, families, and small groups or micro and mezzo levels. The students learning context includes an exploration in understanding self and the human condition, the nature, and purpose of the social work interview, the components of a professional helping relationship, and the overall problem-solving process in generalist social work practice. Both courses examine different skills necessary to develop a professional relationship with individuals, families, and small groups across race, ethnicity, gender, social class, age, religion, national origin, and sexual orientation. The problem-solving method of engagement, data collection, assessment, intervention, evaluation, and termination is introduced in SOWK 4312.

- **SOWK 4313 Social Work Practice II**, addresses macro practice content and prepares students with essential knowledge, values, and skills to enhance the well-being of people and help ameliorate the environmental problems that adversely affect people. SOWK 4313 also provides content on theories and practice skills relative to organizations, administrative practice in organizations, and those for understanding communities. Furthermore, models of community practice, skills, knowledge, problem-solving processes, needs assessment, and community values are examined within the context of social work practice with organizations and communities. The importance of recognizing barriers and obstacles in practice regarding disadvantaged people and their social environment is explored, as well as issues of discrimination and oppression.

Social Work Research Sequence: SOWK 4143 and SOWK 4153.

The goals of the social work research sequence are to help students understand the importance of research for effective and ethical social work practice with diverse populations in rural and urban settings and prepare students to become informed consumers and competent producers of social work research in order to improve practice effectiveness. Overall, the social work research sequence aims to prepare students to use practice experience to inform scientific inquiry and use research evidence to inform practice. The social work research sequence of courses is designed to prepare students for generalist practice with systems of all sizes. The two courses in the research sequence (SOWK 4314 and SOWK 4315) are offered sequentially in the first and second semesters of the student's senior year.

- **SOWK 4314 Social Work Research I**, introduces students to the basic language and processes of social work research, including the importance of theory and research, ethical issues such as informed consent and confidentiality, as well as the components of a research study. The course also acquaints students with quantitative and qualitative methodologies, research designs such as single subject design and evaluation research, an overview of data collection, and analysis, as well as ethical, human diversity, and social justice issues in social work.
- **SOWK 4315, Social Work Research II**, students build on the knowledge gained in SOWK 4314 as described above. They continue with the design of the research proposal, which was developed in the first sequence course, and understand the implementation of the research process in SOWK 4315. Students are exposed to the University's Institutional Research Board (IRB), including human subjects training, and they gain the knowledge and skills needed to complete a research report and present findings to the class. Also, students are introduced to computer software applications, such as SPSS, which are used to analyze qualitative and quantitative data.

Field Instruction Sequence: SOWK 4617 and SOWK 4318.

The field instruction sequence aims to provide students with opportunities to apply and integrate classroom learning within a hands-on, supervised social work practice setting. Students are allowed to learn how to use a range of social work interventions to provide direct services to individuals, families, groups, organizations, and communities in rural and urban settings. Social Work Field Instruction (SOWK 4617) and Social Work Integrative Seminar (SOWK 4318) must

be taken concurrently. The interaction between each course's sequences in the field learning component socializes the student to the role of the generalist practitioner.

- **SOWK 4617, Social Work Field Instruction**, students are required to complete 400 clock hours of supervised experiential learning in a social service agency/setting. This course is designed to provide the student with an opportunity to experience the professional work of a social worker. In the field settings, students work with individuals, families, groups, organizations, and communities. This course is a block course and is taken in the summer of the student's senior year.
- **SOWK 4318, Integrative Seminar**, the seminar aims to provide a setting where students can discuss and share their experiences learning from their respective field agencies with the class. This way, students are acquainted with other field experiences designed to provide theoretical knowledge and a skill base for beginning professional generalist social work practice on the macro level. The course focuses on the use of macro-level practice to promote social change by helping to strengthen and empower community and organizational capacities to serve the marginalized, oppressed, and disenfranchised. Students learn the overall framework for the generalist method as it is applied to large systems in which social workers function, specifically communities and organizations, and work centers on the development of skills to aid in this regard (i.e., enabler, mediator, broker, facilitator, coordinator, mobilizer, advocate, outreach worker, collective decision-making, and consensus-building). Dual emphasis is placed on the knowledge and practice of these skills. Written assignments are implemented, such as the Student Learning Plan, Student Practicum Logs, and structured discussions, to help students demonstrate the knowledge, values, and skills of professional entry-level generalist social work practitioners. Students meet weekly for a seminar to share information about their field experiences and to further integrate knowledge acquired in other Professional Generalist courses and knowledge from the Liberal Arts Perspective.

The PVAMU BSW Field Placement

About the field experience

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, perform, and act ethically and with integrity. Field education is the signature pedagogy for social work. Field education intends to integrate the classroom's theoretical and conceptual contribution with the practice setting's practical world. It is a basic 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 criteria by which students demonstrate Social Work Competencies. Field education may integrate forms of technology as a component of the program.

PVAMU BSW BLOCK PLACEMNET MODEL

The PVAMU - BSW program is approved by the Council on Social Work Education (CSWE) to offer the Block Internship Placement model. The BSW at PVAMU is fully a FACE-TO- FACE course offering program, and uses the block internship placement format. The block placement is

a unique feature of our BSW field education that allows our practicum students to focus solely on their internship, after the completion of all Social Work coursework. Prairie View A&M University is located in the City of Prairie View, a rural community with a population of less than 5000. Because of PVAMU location in a rural community, there limited internship settings and placement opportunities. It also addresses students' transport challenges. Thus, the block placement, designed for a period of 10 weeks, during summer sessions, allows student t complete internships at urban settings, such as Houston, Texas, with more available placement facilities.

STUDENT ADMISSION TO FIELD PRACTICUM

In order for students to be permitted to enroll in field instruction courses they must meet all of the criteria on the checklist for Field Instruction. These Criteria are listed below. Students must determine their eligibility for field instruction by meeting with their faculty advisor to review their academic record. This includes a crosscheck of the student's Social Work Degree Plan with the electronic academic record of the student maintained by the registrar's office. A student may be permitted to go into field education with 15-18 credits left before graduation. Students permitted to go into field have one more semester to complete all degree plan requirement and graduate. Students are required to have completed all required Social Work courses before applying to go into field.

Students must show evidence that they have completed all required courses for the Liberal Arts Perspective: English Composition I and II, Speech Communication, Anatomy and Physiology, College Biology with Lab, U.S. History I and II, American Government I and II, Ethics, College Algebra, one Visual and Performing Arts course, one Behavioral/Social Science Course, and Introduction to Computer Education.

Students must also show evidence that they have taken and passed, with a minimum grade of "C", the Core Generalist Practice courses: SOWK 2361 Introduction to Social Work and SOWK 2313 Children and Families; and other required Professional Generalist sequence courses (SOWK 3311 and SOWK 3312, SOWK 3313 and SOWK 3314, SOWK 3321; SOWK 4312 and SOWK 4313, and SOWK 4314 and SOWK 4315).

Termination for Non-Academic or Professional Reasons Procedures for Termination from the Social Work Program

The registrar's office automatically determines academic termination from the University as a result of a low-grade point average. The Office of the Registrar will mail the student a letter informing them of their probationary status or suspension status. Academic termination from the Social Work Program results when the student fails to maintain a cumulative grade point average of 2.5 or fails the same social work generalist practice course a second time.

Impaired Personal Performance

Per the *NASW Code of Ethics*, it is a social worker's ethical responsibility to limit his/her own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties from interfering with students and their professional responsibilities. Students accepted into the Social Work Program at PVAMU Social Work Department are expected to comply with this and all requirements of the *NASW Code of Ethics*. Any perceived failure to do so that is viewed as interfering with the student's academic and/or skill performance will be brought to the attention

of the student.

The following actions are promptly expected of any student experiencing non---academic difficulties:

- to take responsibility for learning about the issues concerning the impairment;
- to become aware of the implications of the PVAMU Social Work Department policies concerning legal problems, substance abuse, or mental health difficulties;
- to become familiar with the legal and ethical implications of personal impairment in social work practice; and to take steps to identify impediments to their learning and subsequent professional practice.

In response to student difficulties brought to the attention of social work faculty and in an effort to prevent such occurrences, the program responds in the following ways:

- recommend advisement and guidance meeting(s);
- per the *NASW Code of Ethics* Section 4.0.5, Impairment, educates students about the serious implications of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and the attendant impairment among helping professionals;
- assists students who identify themselves as having impairment problems by referral for evaluation, treatment, and ongoing support as a contingency for remaining in the BSW Program;
- Provide support to students in treatment and while in the BSW Program through a contract agreement; reserves the right to consult with students who demonstrate signs and symptoms of personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties;
- and identifies students who are resistant to obtaining help for personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties and directs those students to other career goals.

Definition of Professional Impairment & Identification of Egregious Behaviors

Professional impairment is defined as the inability or unwillingness on the part of a social work student to abide by the standards of professional conduct delineated in the *NASW Code of Ethics* or the standards of personal behavior as presented in the Prairie View A&M University *Student Handbook* and the *Social Work Program Student Handbook*. *Examples of professional impairment.* Behaviors that might indicate impairment include unprofessional behaviors listed in this handbook. In addition, professional impairment might include more egregious behaviors. Egregious behaviors are outlined in the *NASW Code of Ethics* (Appendix: F) and may result in immediate dismissal from the Program and/or field practicum placement.

These behaviors include, but are not limited to conduct:

- Providing services beyond the boundaries of their professional education or training (see NASW COE 1.04a)
- Engaging in conflicts of interest that interfere with the exercise of professional discretion and

impartial judgment (NASW COE 1.06a)

- Taking advantage of any professional relationship or exploitation of others to further their personal, religious, political, or business interests (NASW COE 1.06b)
- Engaging in dual or multiple relationships with clients or former clients (NASW COE 1.06c)
- Engaging in disrespectful behavior toward colleagues that interferes with the workplace collaboration (see NASW COE 2.01a),
- Engaging in negative criticism of colleagues that interferes with the workplace collaboration (see NASW COE 2.01b)
- Lack of cooperation with colleagues that interferes with the wellbeing of clients (see NASW COE 2.01c)
- Private conduct that interferes with their ability to fulfill their professional responsibilities (see NASW COE 4.03)
- Personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties that interfere with their professional judgment and performance or that jeopardize the best interest of people for whom they have a professional responsibility (see NASW COE 4.05a)
- Lack of maintenance and promotion of high standards of practice that interferes with their professional responsibilities (see NASW COE 5.01a)
- Privacy and Confidentiality
- Soliciting private information from clients when unnecessary (see NASW COE 1.07a)
- Disclosing confidential information without appropriate and valid consent (see NASW COE 1.07b)
- Disclosing confidential information that causes serious, foreseeable, and imminent harm to a client or other identifiable person (see NASW COE 1.07c)
- Disclosing confidential information shared by colleagues that jeopardizes the professional relationship or client wellbeing (see NASW COE 2.02)

Sexual Relationship

- Engaging in sexual activities or contact with a current client (see NASW COE 1.09a)
- Engaging in sexual activities or contact with a client's relative or individuals with whom clients maintain a close personal relationship (see NASW COE 1.09b)
- Engaging in sexual activities or contact with a former client (see NASW COE 1.09c)
- Engaging in professional services with individuals with whom they have had a prior sexual relationship (1.09d)
- Engaging in a sexual relationship with colleagues (see NASW COE 2.07b)

Physical Contact

- Engaging in any physical contact with clients (see NASW COE 1.10)

Sexual Harassment

- Sexual harassment of a client (see NASW COE 1.11)
- Sexual harassment of supervisees, students, trainees, or colleagues (see NASW COE 2.08)

Derogatory Language

- Using derogatory language in their written or verbal communications to or about clients (see NASW COE 1.12)

Dishonesty, Fraud, and Deception

- Participating in any dishonesty, fraud, or deception that interferes with their professional responsibility or with a client's well-being (see NASW COE 4.04)

Following receipt of a written complaint for impaired or unprofessional behavior in the field agency or in field practicum, the identified student will be provided with a copy of the complaint within three (3) working days, and the Program Director will arrange to meet with the student to discuss the reported problem behavior. After this discussion, the Program Director will appoint no fewer than two social work faculty members to review the complaint. The faculty will collect the information necessary to evaluate the complaint. This process will include contacting the complainant and the student and collecting other relevant information. The student will be given an opportunity to respond to the complaint in the presence of the faculty members. The student may request help in responding to the complaint. The student may bring an advisor to a faculty review meeting; however, the student's advisor may not speak on behalf of the student.

The appointed faculty will weigh the information, reach a decision about the validity of the complaint, and make recommendations to the Program Director about appropriate actions based on the findings. The faculty may not make a recommendation for action unless sufficient information exists to support the complaint. Recommendations should focus on correcting problems identified in the complaint.

Recommended actions might include:

- No action;
- Recommendations for corrective action;
- Probation (The student continues in the program with the time limit and conditions of probation specified);
- Suspension (The student may not take any social work courses for a specified time period, and the conditions of reinstatement will be specified);
- Encouragement to contact the Texas State Board of Social Worker Examiners (TSBSWE) to determine if the issues (such as a criminal conviction) would impact the student's ability to achieve social work licensure in Texas;
- Termination from the program.

The Committee (the Field Director, Seminar Instructors, and Program Director) will conclude their work within seven (7) working days from filing the complaint, excluding holidays. The committee will then discuss their findings and the recommendations with the student and the BSW Field Director. The BSW Field Director will inform the student, in writing, within three (3) working days of the Program's decision. If the student wishes, an appeal of the appointed faculty's recommendation can be submitted to the BSW Field Director. Appeals must be in writing and state the reason for the appeal. Appeals must also be submitted within three (3) working days after the student has been notified of the faculty's decision. Similar to the academic integrity policy, this

policy applies to the review process by the PVAMU BSW Program related to student behavior. Other policies relating to student discipline at the University level might also apply.

Reapplying to the BSW Field Education

Students who have been terminated from the BSW Field Education for behavior and academic reasons may reapply one time for readmission to the field during the next offering of field practicum (summer) following the correction of the academic and behavior deficiency.

Good Fit between Student and Field Placement

When placement has been completed and the semester had started, if a conflict arises between the student and the field agency, the student should report the conflict in writing and submit to the BSW Field Director. Upon investigation by the BSW Field Director that the agency may be changed for the student, the Office of the Field Education would assist the student in locating another field agency. The Field Seminar Faculty would arrange for activities that would allow the student to cover hours lost during the process of placing student into another agency. If the lost hours are more than 40 hours, student may be given an "Incomplete" grade at the end of the semester to allow the student to complete all required field practicum hours within a year.

Communication between BSW Faculty & Students

Effective communication between the faculty and students is maintained through the Social Work Program e-mail or during advisement with faculty in the social work Department or in class. All official notices and updates are emailed to students through Canvas and announced in class. Email communications should be through PVAMU email accounts. Students are responsible for checking Canvas several times a week. Messages to students from faculty, important meetings, volunteer and job opportunity notices will be posted. Students are able to contact a faculty member by leaving a note with a program administrative assistant for the faculty mailbox, located in the department office. Faculty office hours are posted on office doors, in syllabi and/or on Canvas. Appointments should be made in advance to assure a convenient meeting time. Students may also contact faculty members through the use of e-mail or phone. Current students should not connect to individual faculty through social media accounts.

Student Academic Rights & Responsibilities

It is the student's responsibility to read and understand the PVAMU Policies and Procedures as printed in the *PVAMU Social Work BSW Student Handbook* and in the *University Student Handbook*. Policies. The handbook can also be viewed on the PVAMU web page, www.pvamu.edu

The following course policies are provided to students as a guide to support engaged and collaborative learning in the Program.

PVAMU BSW Program Course/Classroom Policies

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet. **Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F"**. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Class Attendance

The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be followed. When a student is unable to attend class, it is the student's responsibility to inform the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class; either through a sign-in form or a roll call and students not present at that time will be marked absent. Students are responsible for signing the attendance form. Students who come in late are required to inform the Instructor, immediately following that class period in order to be counted late rather than absent. Once in attendance, students should avoid disruptions by not leaving class, without the instructor's permission. It is a violation of dishonesty clues for any student to sign-in another student in the attendance form.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending classes on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalog and shall be enforced. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of "F".

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals.

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of

teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936- 261-1040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for prenursing majors, LSAT for law school applicants and MPRE for second- year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm.141. Phone: 936-261-4286.

Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm# 317. Phone: 936- 261-3585.

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563.

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936261-1340.

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261- 3570.

University Rules and Procedures Disability Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you believe you have a disability requiring accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Department 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox
- Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:

Sending and receiving emails

- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (Online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting

abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Student Organizations

There are a multitude of student organizations available at PVAMU. Students can learn about all student organizations by visiting the Student Affairs Office. Social work students have three primary organizations in which to engage:

- Social Work Action Club (SWAC);
- Phi Alpha International Honor Society
- Alpha Delta Mu, National Honor Society
- National Association of Black Social Workers
- National Association of Social Workers

Social Work Action Club (SWAC)



SWAC is a student organization designed to foster community service and advocacy among social work students. **SWAC** is active in the community, curriculum development, departmental activities, social event organization, fundraising management, and providing support to social work majors. **SWAC** participates in several annual events, and students are encouraged to participate and attend. **SWAC** provides the opportunity to provide input on program policies and procedures, and to socialize with their peers.

National Association of Black Social Workers, Inc.



NABSWS is designed to promote the welfare, survival, and liberation of the Black Community; and to advocate for social change at the national, state, and local level. NABSWS is comprised of over 100 membership chapters, and over 30 university and college student chapters throughout the continental United States, Canada and the Caribbean. Additionally, affiliate groups are in both West and South Africa. Membership is available to persons of African ancestry who, regardless of profession, share similar concerns regarding health and welfare issues in the Black community

Phi Alpha International Social Work Honor Society (PVAMU Chapter) LAMBDU NU Chapter



Phi Alpha is the International Social Work Honor Society, is one of the chapters at PVAMU Social Work Program. The purposes of the Phi Alpha International Honor Society are to provide a closer bond among students of social work and to promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. They conduct a number of fundraisers and community service events each year.

Membership requirements are that the student:

- A social work major, at PVAMU, Department of Social Work
- Completed 9 semester hours of required social work courses from PVAMU
- Have and maintain an overall GPA of 3.13
- Pay current lifetime membership dues

Phi Alpha members attend an induction ceremony the semester they are approved for membership, and they wear honor cords and a medallion at graduation. Phi Alpha colors

A Δ M Alpha Delta Mu, Social Work Honor Society

Beta TAU Chapter

Alpha Delta Mu National Social Work Honor Society was founded in the fall of 1976 by the late Dr. J. Lawrence Feagins at Morgan State University. In 1977, Alpha Delta Mu was incorporated under the non-profit laws of the State of Maryland and became a national organization as chapters were established in many colleges and universities throughout the United States. The primary objective of Alpha Delta Mu is to encourage and recognize superior scholarship in social work education and to advance excellence in social work practice. The Society feels that it serves the interest of the students capable of excellence by insisting that in order to acquire a chapter of Alpha Delta Mu, an institution must provide the means and atmosphere conducive to academic excellence.

National Association of Social Work (NASW)

Social work student membership is open to anyone currently enrolled in a CSWE-accredited social work degree program, or a program eligible for candidacy. Eligibility for the BSW and/or MSW student membership category is limited to four years for each degree over the lifetime of membership (does not need to be continuous). Doctoral student membership is for those enrolled in a social work or social welfare program. NASW student members may apply for discounted professional liability insurance for student field placement.

[Learn more about social work student membership](#)

- BSW and MSW Student Membership annual dues: \$60

From Campus to Career, Succeed With NASW



Joining the National Association of Social Workers while you are a student or new professional helps you build a strong and satisfying social work career. Students and new professionals who **join NASW** gain real-world knowledge of the profession and the communities social workers serve that goes beyond a textbook and degree.

Through membership, students and new professionals can learn and experience social work at the national, state, and local levels – **NASW membership** includes both national and chapter memberships.

Students who join NASW before graduation **save up to 75% on regular membership dues**. Students who maintain continuous NASW membership after graduation **continue to receive discounted rates the first 2-3 years after graduation.**

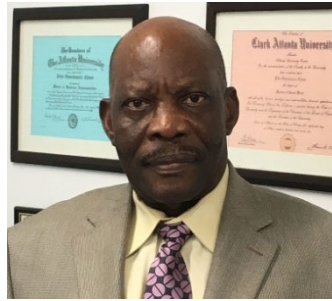
PVAMU Social Work Faculty & Support Staff

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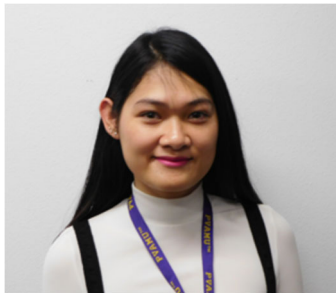
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**Felix O. Chima, Ph.D.,
MSW, MBA, BBA**
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& Department Head



Sokheng Sanderson
Administrative Associate
III



**Esther Ogunjimi, Ph.D.,
MSW, LCSW-S**
Assistant Professor,
Interim BSW Field
Director



**Tamika Baldwin-Clark,
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LCDC**
Assistant Professor



**Sonya Carson, Ed.D,
LCSW-S**
Assistant Professor of the
Practice



**Kenshara Cravens, Ph.D.,
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Professor & MSW
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**Tay D. Robinson, DSW,
CSW**
Adjunct Instructor



**Cedrina M Ruffin, PhD,
LCSW-S**
Assistant Professor of the
Practice



Paisley Small
Assistant Professor of
the Practice



**Beverly A Spears, Ph.D.,
MSW, BSW**
Assistant Professor

PVAMU BSW Program Advisement Policies & Procedures

The PVAMU BSW Program views student advising as a critical component to a student's successful entry in and matriculation through the program. In this regard, the faculty of the program conduct all advising responsibilities, which helps ensure that each student receives sound academic and career advice and an opportunity to receive ongoing mentorship throughout their time in the program. Faculty advising goals are to aid with student retention and success efforts and maintain the program's overall integrity.

How Faculty Handle Advising

Student advising is shared among faculty members as part of their workload. When students declare social work as their major and come for their first advising session, they are assigned a social work faculty advisor. Faculty maintain regular office hours (a minimum of 6 hours per week), during which advising sessions are arranged. Students are also able to use email to communicate with their advisor as needed.

Another way faculty handle advising is by providing mandatory advising and mentorship-based advising.

Mandatory advising occurs under the following conditions:

- A student is new to the program and declaring social work as their major.
- A student's overall GPA is or falls below 2.5.

- A student receives a grade below a C in a required social work course.
- A student has 20% or more of the behaviors on the RAPB with average scores below 3.

During mandatory advising, students either meet with a member of the faculty one-on-one (when new to the program) or with the faculty as a team (for other concerns) to develop a supportive and/or Corrective Plan of Action. These meetings are deemed mandatory for students as we believe that successful matriculation through the program would be compromised without a meeting to develop a plan of action/support. Conversely, mentorship-based advising takes place when it is not necessarily deleterious to a student's progress through the program if a meeting does not take place. Such meetings address issues such as career advisement, graduate school plans, improving study habits, discussing student life changes that may impact planned order of courses, etc. Mentorship-based meetings may also include a review of student behavior based on the RAPB. Specifically, students receiving average scores below a 3 will be asked to meet with their advisor or with the faculty as a team to review concerns and to develop a plan of support and correction.

Following the meeting, it is the student's responsibility to follow up each semester to verify that their RAPB scores have reached acceptable levels.

Advising Policies and Procedures

The policies and procedures governing advising are as follows:

- All new students declaring social work as their major must receive advising before beginning classes.
- Any student who has made changes to their course sequence plan should seek additional advising.
- All students are able to receive advising at least once per semester.
- Students receiving a grade below C in a required social work course or an overall GPA below 2.5 must meet with an advisor to develop a plan of action to resolve the concern(s).
- Faculty advisors assist students with course registration and removal of academic holds and provision of course overrides and course substitutions.
- Faculty advisors inform students of Program requirements.
- Faculty advisors conduct a graduation audit with each student early in the semester they are scheduled to graduate.
- Faculty advisors conduct an exit interview with each student shortly before the student graduates.
- Faculty advisors identify and provide support for students' academic and nonacademic issues and/or concerns.
- Faculty advisors work with and refer students to university resources for additional support (e.g., Career Services, Access and Inclusion, University Library, Student Engagement, Writing Center, Tutoring, etc.).
- In the case of military students, faculty advisors work closely with PVAMU SOCIAL WORK DEPARTMENT Veteran's Affairs staff.
- Faculty advisors may be asked to complete references for students who are seeking admission to graduate schools.

Professional Development

In the senior year, students have a number of questions concerning the state licensing exam, professional organizations, future employment in social work, résumé preparation, job interviewing skills, graduate school selection, and graduate school application processes. Many of these questions are addressed as part of the course content of Field Placemen. Additional information about these issues can be obtained at the following web sites:

1. The National Association of Social Workers (NASW) <http://www.socialworkers.org>
2. Texas NASW Chapter <http://www.naswtx.org/>
3. The Council on Social Work Education (CSWE) <http://www.cswe.org/>
4. The Association of Social Work Boards <http://www.aasswb.org/>
5. Texas State Board of Social Worker Examiners <http://www.tdh.state.tx.us/hcqs/plc/lsw.htm>
6. **Graduate Schools:** most universities that have graduate programs in social work have their own web sites. The 18 CSWE accredited social work graduate schools in Texas can be found at <https://www.cswe.org/Accreditation/Directory-of-Accredited-Programs.aspx>

Appendices

Appendix A: Change of Major Form and Declaration of Major Application

Appendix B: PVAMU BSW DEGREE PLAN:

<https://www.pvamu.edu/bcas/wp-content/uploads/sites/28/DEGREE-PLAN-SOWK-2021-2022-Degree-Plan.pdf>

Appendix C: BSW Course Sequence and Degree Time Schedule

<https://www.pvamu.edu/bcas/wp-content/uploads/sites/28/SOWK-BASW-COURSE-SEQUENCE-21-22.pdf>

Appendix D: BSW Registration & Special Approval Form:

<https://www.pvamu.edu/bcas/wp-content/uploads/sites/28/Advisement-Registration-Form-Fall-2019-1.pdf>

Appendix E: BSW Field Experience Application

Appendix F: NASW Code of Ethics:

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

*Education for Enhancing Social Change and
Making A Difference in People's Lives*



*A minimum of a 2.50 GPA in all SOWK courses is required to
qualify for Field education and graduation with a BSW degree.*