



CLARK ATLANTA UNIVERSITY

*Whitney M. Young, Jr., School of Social Work
Clark Atlanta University*

Master of Social Work Program Handbook

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2020-2021

Updated and revised November 2020
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Preface

This handbook is intended to orient students to the Master of Social Work Program (MSW) at Clark Atlanta University Whitney M. Young, Jr., School of Social Work. It provides information on those topics most pertinent to students. Students must read and use this handbook as a reference source. Supplements and changes will be provided as they occur.

Students participate in policy development, modifications and changes in policies and procedures that govern the School through involvement on various School committees and the School of Social Work Student Organization.

As you begin your professional education, we encourage you to participate in at least one major professional organization such as: The National Association of Social Workers (NASW); the National Association of Black Social Workers (NABSW); or the Georgia Society for Clinical Social Work. Participation in these professional organizations will complement your academic and field work experiences and enhance your professional development.

You are joining a profession and a School of Social Work that has a rich history and has produced some outstanding social work professionals who have made major contributions to the communities and states in which they reside, the nation and the world.

The provisions of this Handbook shall not be construed as a legally binding contract between the student, the School and the University. The School and University reserve the right to make and designate the effective date of changes in School or University policies and other regulations at any time such changes are considered to be appropriate or necessary.

University Accreditation

Clark Atlanta University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award undergraduate, graduate and professional degrees as well as certificate programs. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 Extension 4504 for questions about the accreditation of Clark Atlanta University.

School of Social Work Accreditation

Whitney M. Young, Jr., School of Social Work is accredited by the Council on Social Work Education. Contact The Council on Social Work Education at 1701 Duke Street, Suite 200, Alexandria, VA 22314 or call 703-683-8080 for questions about the accreditation of Whitney M. Young, Jr., School of Social Work.

The provisions of this Handbook shall not be construed as a legally binding contract between the student, the School and the University. The School and University reserve the right to make and designate the effective date of changes in School or University policies and other regulations at any time such changes are considered to be appropriate or necessary.

Jenny Jones, MSW, PhD, ACSW

Dean of the Whitney M. Young, Jr., School of Social Work



Greetings! On behalf of the faculty, and the staff of the Whitney M. Young, Jr. School of Social Work, it is my pleasure to welcome you to Clark Atlanta University. We are glad that you have selected Clark Atlanta University, Whitney M. Young Jr., School of Social Work for your social work education.

The School of Social Work is the first historically black school to be accredited in the world, and the first school of social work to be accredited in the State of Georgia. For close to 100 years, Whitney M. Young, Jr., School of Social Work has maintained an outstanding reputation for producing competent social workers who become leaders in agencies, organizations, communities and universities. To that end, our goal is to provide you with a stimulating and enriching learning environment, which has been designed to support your development as a professional social worker.

This handbook provides information about the Master of Social Work (MSW) Program at the Whitney M. Young, Jr., School of Social Work, and it is designed to answer basic questions you may have about Program. The handbook is a useful and essential resource during your time in the program. The information in this handbook includes the description of the MSW program curriculum as well as the School's relevant policies and procedures. You will also find that the handbook contains helpful contact information for the faculty and staff.

I encourage you to become familiar with the information contained in the handbook. More information about the School or the academic policies of the Graduate School and Clark Atlanta University may be found by visiting the School of Social Work website at www.cau.edu. While you are here, I hope your experience in graduate education is a rewarding one.

Jenny L. Jones

Dean and Professor

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I. OVERVIEW

Brief History

Clark Atlanta University was formed through the consolidation of Clark College (1865) and Atlanta University (1865) in July 1988. The School of Social Work was founded in 1920 and incorporated under the laws of the State of Georgia in 1925. Membership in the American Association of Schools of Social Work was granted in 1928. When the Council on Social Work Education succeeded this accrediting body in 1952, the School became a chartered member and has maintained its accreditation since that time. In 2000, Clark Atlanta University named the School of Social Work after its first dean, Whitney M. Young, Jr.

The School offers three degree granting programs: the baccalaureate of social work degree, the master of social work degree, and the doctor of philosophy degree in social work.

The Whitney M. Young, Jr., School of Social Work has the distinction of being the first historically black school of social work in the world. The school expresses through its mission, program goals and objectives the mandate of Atlanta University's Motto, "I'll find a way or make one." The School's commitment to prepare students, particularly African Americans, for careers in the social work profession and as advocates for social justice has not wavered since its founding.

NASW CODE OF ETHICS

Code of Ethics: The National Association of Social Workers has codified a set of standards regarding professional responsibility to clients, social work colleagues, employing organizations, the social work profession, and society. The Code of Ethics is available online: <http://www.naswdc.org/pubs/code/default.asp>. (See Appendix A).

II. MSW PROGRAM MISSION, VISION, GOALS AND OBJECTIVES

The Whitney M. Young, Jr., School of Social Work (WMYJSSW) Master of Social Work (MSW) program offers a clinical practice degree and prepares social work practitioners with the requisite competencies and skills necessary for effective clinical practice in a variety of social work roles. The School uses the Afrocentric Perspective as the cornerstone of its practice model and infuses it throughout the generalist and clinical curriculum.

The three mission statements (University, School, and MSW Program) highlight the values of leadership and diversity. To lead, compete, and practice effectively on a local, national, and global level, MSW students must have an appreciation for human diversity that builds on clients' strengths and empowerment. Implicit in the mission statement is an appreciation of human diversity, which is reflective of the contextual environment in which the program is embedded. The mission preserves the significance of the profession's quest for pursuing social and economic justice for all people, especially those who are oppressed, and seeks to produce graduates who are able to advance the purposes of social work education and address social, economic, and racial disparity issues that prevail on national and global levels.

MSW Program Mission Statement

The mission of the Master of Social Work Program is to prepare clinical social work practitioners as leaders who pursue social justice with a commitment to serve diverse populations, address disparity issues that prevail locally, nationally, and globally, and engage in competent practice.

MSW Program Vision Statement

The vision of the MSW program is to produce expert social work practitioners with a heightened sense of commitment to social justice capable of impacting societies through effective clinical social work practice and community engagement.

MSW Program Goals

1. Prepare students for culturally competent practice with diverse systems of all sizes, including the ability to utilize an Afrocentric Perspective to resolve complex social issues and to promote and advocate for social and economic justice.
2. Prepare students for service in the social work profession as ethically competent clinical social work practitioners.
3. Prepare students to apply multiple theoretical frameworks and practice models to work with client systems of all sizes to resolve complex social issues.
4. Provide students with social work knowledge, values, and skills that will enable them to provide leadership in service delivery systems on a local, national, & global level.
5. Prepare students to use technology appropriately to ensure competent and ethical practice and provide access to opportunities that enhance their personal and professional growth.

MSW Program Objectives

1. Develop a professional identity as a social worker by applying professional knowledge, skills, values, and ethics to social work practice.
2. Practice with a high degree of autonomy and proficiency at the advanced level by synthesizing and applying knowledge and skills acquired in the Children and Families or Health/Mental Health focus areas.
3. Serve as advocates for social justice by applying culturally competent practice with diverse client systems.
4. Use critical thinking skills to analyze, evaluate, and apply research findings to practice, including evaluating ones' own practice, to effectively practice with, and on behalf of, diverse populations.
5. Use effective intervention models that build on clients' strengths to address local, national and global social problems.
6. Demonstrate the ability to influence social policies that enhance service delivery systems.
7. Practice personal reflection and self-correction to assure continual professional development.
8. Develop a professional identity as a social worker by participating in social service networks.

III. MSW COMPETENCIES AND BEHAVIORS

CSWE CORE COMPETENCIES AND 2015 EPAS AND PRACTICE BEHAVIORS

Foundation Competencies and Practices

Competency 1: Demonstrate Ethical and Professional Behavior

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
3. Demonstrate generalist professional demeanor in behavior; appearance, and oral, written, and electronic communication;
4. Use technology ethically and appropriately to facilitate practice outcomes;
5. Use supervision and consultation to guide professional judgment and behavior; and
6. Tolerate ambiguity in resolving ethical conflicts.

Competency 2: Engage Diversity and Difference in Practice

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

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

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

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

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

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

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

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

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

School Competency 10: Demonstrate knowledge of the Afrocentric Perspective with individuals, Families, Groups, Organization, and Communities

1. Identify and describe the concepts of the Afrocentric Perspective.
2. Apply and communicate an understanding of the importance of Afrocentric Perspective in practice at the micro, mezzo, and macro levels.

WMYJSSW Concentration Competencies and Practice Behaviors**Competency 1: Demonstrate Ethical and Professional Behavior**

1. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
2. Identify and use knowledge of relationship dynamics, including power differentials;
3. Recognize and manage personal biases as they affect the professional relationship in the service of the client system's well-being;
4. Apply the NASW Code of Ethics, relevant laws, and regulations, ethical decision-making principles and frameworks to issues specific to micro social work practice.

Competency 2: Engage Diversity and Difference in Practice

1. Identify and use practitioner/client differences from a strengths perspective;
2. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and marginalization and their impact on clients; and
3. Engage clients as experts in their own experiences.

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

1. Use knowledge of the effects of oppression, structural discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and
2. Advocate of behalf of clients to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs.

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

1. Use the evidence-based practice process in clinical assessment and intervention with clients;
2. Participate in the generation of new clinical knowledge, through research and practice; and
3. Use research methodology to evaluate clinical practice effectiveness and/or outcomes.

Competency 5: Engage in Policy Practice

1. Communicate to stakeholders the implication of policies and policy change in the lives of clients;
2. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
3. Advocate with and inform administrators and/or legislators of policies used by the agency that impact clients and services.

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

1. Develop a culturally responsive clinical relationship;
2. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
3. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

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

1. Use multidimensional biopsychosocial-spiritual assessment tools;
2. Assess client' and systems' readiness for change;
3. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
4. Select and modify appropriate intervention strategies based on continuous clinical assessment; and
5. Assess biopsychosocial needs and diagnose psychopathology using DSM-5 and other relevant assessment protocols.

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

1. Critically select, evaluate, and apply best practices and evidence-based interventions;
2. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment; and
3. Collaborate with other professionals to coordinate treatment interventions.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities at the Advanced Level

1. Apply the theoretical knowledge base of the social work profession through practice-based research.
2. Apply clinical evaluation of the process and outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.
3. Communicate evaluation results to the appropriate audience: clients, co-workers, supervisors, administrators.

School Competency 10: Apply The Concepts of the Afrocentric Perspective in Advanced Direct Practice with Individuals, Families, Couples, Groups

1. Select the core concept(s) of Afrocentric Perspective appropriately for clinical social work practice with individuals, families, groups, organizations, and communities.
2. Apply to engagement of clients;
3. Apply to assessment of clients;
4. Apply to intervention of clients; and
5. Apply to evaluation of clients.

IV. CURRICULUM OVERVIEW AND PLANS OF STUDY

The MSW Program's curriculum is shaped by three integrative themes: Autonomous Social Work Practice; Humanistic Values; and the Afrocentric Perspective. These three themes use the strengths perspective as an organizing framework. Students are introduced to these themes and organizing framework in the first semester of study and they are incorporated throughout the curriculum.

Autonomous Social Work Practice Model

The MSW Program defines Autonomous Social Work practice as a practice model that enables the practitioner to become an autonomous, self-reflective social worker, and to develop skills to evaluate one's own practice. The Autonomous Social Work Practice Model introduces MSW students to the various social work practice change agent roles essential for practice and serves as the base for utilizing practice theory, teaching practice roles, and acquiring competent skills.

Humanistic Values

Humanistic values reflect the second theme embedded within the MSW curriculum and conceptual framework. Humanistic values reflect the MSW Program's beliefs about the worth and dignity of all human beings and the ultimate hope that each individual will be able to develop to his/her maximum potential. It is the belief of the Whitney M. Young, Jr., School of Social Work that humanistic values lead to more humane practice in professional social work. The humanistic values perspective incorporates the following principles:

- Love (agape) is essential to collective human development;
- All people are created with equal ability and potential (barring pre and post-natal stress);
- All human beings have the inherent right to dignity, respect, and personal confidentiality;
- The satisfaction of basic human needs is a primary responsibility of society and must be the basis upon which society distributes its resources;
- Perceptions and life experiences of all human beings have value for them;
- All human beings must have the right to significantly influence the decisions that affect their lives, and
- Cooperation as opposed to competition is a requisite for developing human communities.

THE AFROCENTRIC PERSPECTIVE OR AFROCENTRIC SOCIAL WORK

(Prepared by Dr. Jerome Schiele, July 14, 2016)

The Afrocentric Perspective or Afrocentric social work is a practice-based model that affirms, codifies, and integrates common cultural experiences, values, and interpretations that cut across people of African descent. Afrocentric social work rejects the cultural deficiency thesis of Black life that has emerged primarily from the notion that the cultural link between African Americans and Africa was completely severed by slavery and the imposition of European-American culture.

Instead, Afrocentric social work posits that the behavior and values of African Americans have been shaped significantly by a unique confluence of the continuity of African cultural relics and the experience of persistent, White (i.e., Eurocentric) racial oppression. Afrocentric social work further assumes that the convergence of the experiences of African cultural relics and Eurocentric racial oppression is distinctive for people of African descent but not completely consistent. These dual experiences vary but the variance should not prevent the acknowledgement of a common cultural core.

Afrocentric social work uses the features of the dual experience of African cultural survival and racial oppression as a foundation to help solve the pressing social problems that diminish human potential and preclude positive social change. It is both particularistic and universalistic in that it endeavors to address the specific psychological, social, and economic problems experienced by people of African descent and to address problems confronted by all people, regardless of their racial or ethnic identity. These problems can range from those that affect individuals, families and other small groups, communities, and nation-states. In this regard, Afrocentric social work relies on and incorporates the various methods of social work practice (micro, mezzo, and macro) to resolve human misery and maximize positive human functioning. Finally, Afrocentric social work affirms the values and practice of human diversity and cultural competence. Through professional practice, it promotes the idea that the greatest test of one's humanity is her or his ability to interact with and positively engage those who are different.

Strengths Perspective

Although the strengths perspective has not yet developed into a theory, it does influence how professionals think and what they do in practice (Saleebey, 2003). Practice methods stemming from the principles of the strengths-based perspective are described in the literature with mention of such models as family narratives, solution-focused therapy, assets-based community development, and resiliency (Nichols & Schwartz, 2001; Saleebey, 2002). From its inception, the WMYJSSW consistently utilized a strengths perspective as the overarching framework that forms the foundation for understanding an individual's extraordinary capacity for resilience in the face of overwhelming oppression. Several of the African American social work pioneers who taught at Atlanta University insisted on the inclusion of content about African Americans and their strengths that would equip students to understand and handle the complex problems of social work in the African American community. These teachings represented the thrust of the social work curriculum of the School in the 1920s and 1930s. During the 1940s and 1950s, African American schools of social work were pressured to conform to European accreditation standards and were forced to eliminate much of their knowledge of the African American experience from their curricula. In the 1960s, when the Civil Rights Movement was at its peak, Atlanta University and other African Americans and some majority schools re-visited content on diversity. Once majority schools embraced the notion that diversity should be included in the curriculum, African American schools, including Atlanta University, again embraced this content forthright. In fact, Forrester B. Washington, the third Director of Atlanta University School of

Social Work (1927-1954) was adamant about the fact that African American social workers should know not only the fundamental assessment and intervention strategies that are common for social work among all groups, but should, in addition, have knowledge about 11 assessment and intervention strategies that were of critical importance for working with African American families. Yabura (1970) reiterated this point and included in a speech given at the 50th Anniversary of Atlanta School of Social Work, that utilizing a strengths perspective was not new for the School, but was a part of its historic mandate and commitment and was embodied in the Afrocentric perspective.

Clinical social work practice is demonstrated by the ability to assess and intervene in problems and situations affecting clients at multiple levels where there is significant risk of vulnerability, oppression, and other internal and societal factors that impedes their physical or emotional well-being. Such clients generally are vulnerable and have complex situations and problems that must be addressed by competent and culturally sensitive practitioners. As such, advanced direct practice involves the use of multiple theoretical frameworks, assessments, intervention tools, and social work practice modalities. Additionally, clinical practice is demonstrated by the ability to influence policies and direct the outcome of service delivery by assuming a variety of roles (e.g., counselor, broker, educator, case manager, advocate, etc.) that provide face-to-face contact with client systems confronted by complex problems and situations. As indicated in the Program's definition of Clinical Social Work Practice, an advanced practitioner has a generalist perspective as a foundation and has acquired advanced knowledge and competencies (depth, breadth, and specificity).

MSW PROGRAM CURRICULUM

The MSW Program curriculum is divided into two parts: the professional foundation offered during the first year and the clinical concentration offered in the second year of study for the two year full-time and three year part-time programs. The full-time and part-time programs are designed as progressions indicating a sequential and coherent curriculum Plan of Study for each option. Two year and three year students enrolled in the MSW Program are expected to adhere to the designated Plan of Study and must successfully complete a total of fifty-nine (59) semester credit hours to receive the Master of Social Work degree.

Foundation Curriculum

Foundation courses are organized as two-semester required course sequences in content areas of Practice, HBSE, Research and Policy and have two goals: 1) providing students with a generalist social work perspective and 2) preparing students for the concentration in clinical practice. The foundation year views generalist social work practice as providing students with a wide repertoire of skills that will enable them to use the problem-solving process to intervene with various size client systems to include: individuals, families, groups, organizations and communities. The second year clinical practice concentration allows students to focus in one of two areas: Child and Family or Health/Mental Health.

Concentration (Clinical) Curriculum

Clinical Practice focuses on the individual in the environment within the context of the collective. The emphasis is on the individual while incorporating the influences of the mezzo and macro environments on the person's ability to function. For example, when responding to the context that shapes practice, students in the concentration year focus on how an individual develops on four levels, individual, interpersonal, family and societal. Students then develop a culturally relevant therapeutic relationship using multidimensional bio-psycho-social-spiritual assessment tools. In the process students are then able to apply evidence-based clinical techniques for a range of presenting concerns identified in the assessment while concomitantly collaborating with other professionals to coordinate treatment interventions and evaluate treatment outcomes.

The motto, "We are therefore I am", the core component of The Afrocentric Perspective, serves as the foundation of the WMYJSSW. This perspective is congruent with the clinical social work practice curriculum which emphasizes the individual's ability to function within the context of a culturally relevant milieu.

This definition incorporates the traditional view of clinical practice as a practice method that involves face-to-face contact with clients in the provision of services. Clinical social work practice is broadly defined as a term used by social workers to indicate their range of professional activities on behalf of clients in which goals are reached through personal contact and immediate influence with those seeking social services.

The curricula for the Two - Year Program, Three - Year Program, and the Advanced Standing Program are described below, followed by the plans of study.

Two - Year Plan

Two - Year MSW students are required to successfully complete a total of thirty (30) credit hours in the first year foundation curriculum. Hence, the average number of semester credit hours carried by two-year students each semester of the foundation year is fifteen (15) for a total of 30 semester credit hours, including field work. First year courses include human behavior, policy, research, practice, social work with diverse populations and field work.

During the concentration (clinical) year, students in the two-year program must take twenty-nine (29) hours, including a course in one of the two foci areas: Children and Families or Health/Mental Health. Two - year students must complete a total of fifty-nine (59) semester credit hours for the MSW degree. Courses include psychopathology, research, clinical social work practice, clinical leadership and professional development, field work, and electives.

Three - Year Plan

The three- year curriculum includes nine (9) credit hours per semester to be taken in the first (foundation) year for both the fall and spring semesters for a total of eighteen (18) semester credit hours for Year one. These courses include human behavior, policy, and social work with diverse populations and research.

In the second foundation year curriculum, three year students are required to take ten (10) credits during the fall and nine (9) credits during the spring for a total of nineteen (19) credit hours for the year. In the second year, fall semester, three year students begin field work while continuing their course work. Three year students may take electives in their second year or beyond. Second year courses include practice, field work, research, and an elective.

In the third year, students take twelve (12) credits in fall and nine (9) credits in spring. Courses include psychopathology, clinical social work practice, clinical leadership and professional development, field work and electives.

Advanced Standing

Advanced Standing students enter the MSW program in the summer. Students are required to take nine (9) credit hours. The bridge courses leading to concentration year studies include CSSW 589 Research with an Emphasis on Application, CSSW 610 Integrating Practice and Human Development with an Emphasis on Ethics, and CSSW 710 Social Welfare Policy with an Emphasis on Georgia Policies. Upon completion of the bridge courses, Advanced Standing students enroll in the concentration courses and complete a total of twenty-nine (29) semester credit hours. Students must complete a total of thirty-eight (38) semester credit hours for the MSW degree.

The concentration (clinical) curriculum is the same for two - year, Advanced Standing, and three - year students matriculating in the third year of the program.

International Students

International students enter the MSW program in the summer. In the foundation year, students are required to take nine (9) credit hours during the fall and spring semesters and twelve (12) credit hours during the summer for a total of thirty (30) credit hours for the year. In the second year, the students take nine (9) credit hours during the fall, eight (8) credit hours during the spring and return to take 12 additional credit hours during the summer, for a total of twenty-nine (29) credit hours for the year. Field placement will take place during the summer for both foundation and concentration (clinical) years. ***Subject to change based on programmatic structure and student needs.***

Plan of Study for the Master of Social Work Degree Two-Year Option A

Foundation Year Fall Semester

CSSW 500A	Social Work Practice I	3
CSSW 501A	Concurrent Field Practicum and Seminar I	3
CSSW 600A	Human Behavior and Social Environment I	3
CSSW 505	Social Work Practice with Diverse Populations	3
CSSW 700	Social Welfare Policy and Services	3
Total Hours		15

Foundation Year Spring Semester

CSSW 500B	Social Work Practice II	3
CSSW 501B	Concurrent Field Practicum and Seminar II	3
CSSW 585	Research Methods I	3
CSSW 600B	Human Behavior and the Social Environment II	3
CSSW 709	Differential Social Policy	3
Total Hours		15

Concentration Year Fall Semester

CSSW 503	Clinical Social Work Practice and Theory	3
CSSW 502A	Concurrent Field Practicum & Seminar III	3
CSSW 586	Research Methods II: Evaluation of Practice	3
CSSW 611	Psychopathology	3
CSSW xxx	Graduate Elective	3
Total Hours		15

Concentration Year Spring Semester

CSSW 502B	Concurrent Field Practicum and Seminar IV	3
CSSW 504A/B	Clinical Social Work Practice: Focus on Child and Family or Health/Mental Health	3
CSSW 802	Clinical Leadership & Professional Development	2
CSSW xxx	Graduate Elective	3
CSSW xxx	Graduate Elective	3
Total Hours		14
Full-time status requires graduate students to enroll for a minimum of nine (9) credits per semester. Students are required to take three (3) electives.		

59 Credits

Plan of Study for the Master of Social Work Degree Two-Year *Option B*

Foundation Year Fall Semester

CSSW 600A	Human Behavior and the Social Environment I	3
CSSW 700	Social Welfare Policy and Services	3
CSSW 505	Social Work Practice with Diverse Populations	3
Total Hours		9

Foundation Year Spring Semester

CSSW 600B	Human Behavior and the Social Environment II	3
CSSW 585	Research Methods I	3
CSSW 709	Differential Social Policy	3
Total Hours		9

Foundation Year Summer

CSSW 500A	Social Work Practice I	3
CSSW 501A	Concurrent Field Practicum & Seminar I	3
CSSW 500B	Social Work Practice II	3
CSSW 501B	Concurrent Field Practicum & Seminar II	3
Total Hours		12

Concentration Year Fall Semester

CSSW 611	Psychopathology	3
CSSW 586	Research Methods II: Evaluation of Practice	3
CSSW xxx	Graduate Elective	3
Total Hours		9

Concentration Year Spring Semester

CSSW 802	Clinical Leadership & Professional Development	2
CSSW xxx	Graduate Elective	3
CSSW xxx	Graduate Elective	3
Total Hours		8

Concentration Year Summer

CSSW 503	Clinical Social Work Practice & Theory	3
CSSW 502A	Concurrent Field Practicum & Seminar III	3
CSSW 504A/B	Clinical Social Work Practice: Child and Family or Health/Mental Health	3
CSSW 502B	Concurrent Field Practicum & Seminar IV	3
Total Hours		12

Students are required to take three (3) electives.

59 Credits

***Required field experience begins following the completion of 18 credit hours. Field Practicum & Seminar will take place during the summer academic session.**

***Subject to Change**

Plan of Study for the Master of Social Work Degree Three-Year Option

Foundation First Year Fall Semester

CSSW 600A	Human Behavior & the Social Environment I	3
CSSW 505	Social Work Practice with Diverse Populations	3
CSSW 700	Social Welfare Policy and Services	3
Total Hours		9

Foundation First Year Spring Semester

CSSW 600B	Human Behavior & the Social Environment II	3
CSSW 709	Differential Policy	3
CSSW xxx	Graduate Elective	3
Total Hours		9

Foundation Second Year Fall Semester

CSSW 500A	Social Work Practice I	3
CSSW 501A	Concurrent Field Practicum & Seminar I	3
CSSW xxx	Graduate Elective	3
Total Hours		9

Foundation Second Year Spring Semester

CSSW 500B	Social Work Practice II	3
CSSW 501B	Concurrent Field Practicum & Seminar II	3
CSSW 585	Research Methods I	3
Total Hours		9

Concentration Year Fall Semester

CSSW 503	Clinical Social Work Practice & Theory	3
CSSW 502A	Concurrent Field Practicum & Seminar III	3
CSSW 611	Psychopathology	3
CSSW 586	Research II: Evaluation of Clinical Practice	3
Total Hours		12

Concentration Year Spring Semester

CSSW 504A/B	Clinical Social Work Practice in Child and Family or Clinical Social Work Practice Health/Mental Health	3
CSSW 502B	Concurrent Field Practicum & Seminar IV	3
CSSW 802	Clinical Leadership and Professional Development	2
CSSW xxx	Graduate Elective	3
Total Hours		11
Students are required to take three (3) electives		

59 Credits

Plan of Study for the Master of Social Work Degree
Full-Time Advanced Standing Option

Summer Session

CSSW 589	Research with an Emphasis on Application	3
CSSW 610	Integrating Practice and Human Development with an Emphasis on Ethics	3
CSSW 710	Social Welfare Policy with an Emphasis on Georgia Policies	3
Total Hours		9

Concentration Year Fall Semester

CSSW 503	Clinical Social Work Practice & Theory	3
CSSW 502A	Concurrent Field Practicum & Seminar III	3
CSSW 611	Psychopathology	3
CSSW 586	Research II: Evaluation of Practice	3
CSSW xxx	Graduate Elective	3
Total Hours		15

Concentration Year Spring Semester

CSSW 504A/B	Clinical Social Work Practice in Child & Family or Clinical Social Work Practice in Health/Mental Health	3
CSSW 502B	Concurrent Field Practicum & Seminar IV	3
CSSW 802	Clinical Leadership & Professional Development	2
CSSW xxx	Graduate Elective	3
CSSW xxx	Graduate Elective	3
Total Hours		14
Full-time status requires graduate students to enroll for a minimum of nine (9) credits per semester. Students are required to take three (3) electives.		

38 Credits

V. REQUIRED COURSES AND ELECTIVES

CSSW 500A	Social Work Practice I	3 Credits
<p>The course provides foundation knowledge at the graduate level about generalist social work practice. Framed in an Autonomous Social Work Practice Model, the course content about matrix roles, Humanistic Values, and Afrocentric Perspectives are linked to the ecological system and strength perspectives. The course examines social work practice as both a method and process for intervention with micro and mezzo systems where the goal is to aid the client to achieve an optional level of social functioning within these systems.</p>		
CSSW 500B	Social Work Practice II	3 Credits
<p>The second course in the Practice Content sequence builds upon CSSW 500A. The course examines social work practice as both a method and process for intervention with mezzo and macro systems (small groups, organizations and communities). Primary attention is given to assessing the client's functioning within these systems.</p>		
CSSW 501A	Concurrent Field Practicum and Seminar I	3 Credits
<p>Concurrent Field Practicum I provides students with a supervised field experience in an agency setting using generalist social work skills appropriate at the graduate level. Students apply foundation knowledge, skills, values and ethics to practice. The practicum focuses on skill development, the nature of social systems, and the integration of social work theory and practice. Students are in the field for two days per week for twelve weeks during the semester.</p>		
CSSW 501B	Concurrent Field Practicum and Seminar II	3 Credits
<p>Concurrent Field Practicum is a continuation of CSSW 501 – Concurrent Practicum I. The practicum experience focuses on skill development application of ethics to practice and the integration and application of social work theory and practice. Students work in the field two (2) days per week for fourteen weeks during the semester.</p>		
CSSW 502A	Concurrent Field Practicum and Seminar III	3 Credits
<p>This practicum III provides students with direct practice experience reflecting a variety of theoretical constructs that undergird the students' practice focus. Critical thinking, knowledge and skills, values and ethics will be further developed based on theories, through the application of advanced multilevel field activities.</p>		
CSSW 502B	Concurrent Field Practicum and Seminar IV	3 Credits
<p>Field Practicum IV while anchored in a continuation of CSSW 502A provides students with opportunities for rigorous activities building on advanced practicum knowledge. Students will be able to utilize advanced practicum knowledge, assessment, and intervention strategies in a variety of complex treatment settings across diverse populations.</p>		
CSSW 503	Clinical Social Work Practice and Theory	3 Credits
<p>This course is designed for students who have completed the foundation courses. Building upon 500-level Social Work Practice courses, it extends the matrix roles and subsequent skills learned in social work practice to more complex clinical practice with client systems considering the multiple variables that affect their lives. Emphasis is placed on the application theory. Attention is given to the bio-psychosocial integrity of the client and to ethical issues.</p>		
CSSW 504A	Clinical Social Work Practice: Focus on Child and Family	3 Credits
<p>This clinical practice courses builds on the knowledge skills and values learned in foundation social work practice courses. It is designed to provide depth, specificity and advanced skills in assessment and intervention with children and families within the context of the multilevel systems. Students learn to identify and critique the central issues that are addressed in the process of assessment and clinical interventions with children and families.</p>		
CSSW 504B	Clinical Social Work Practice: Focus on Health/Mental Health	3 Credits

This clinical practice focus course provides depth specificity and knowledge about clinical skills in assessment and intervention. Attention is given to client systems that experience or are at risk of experiencing problems in social functioning due to their health and mental health. The course focuses on knowledge, value, skills and strengths for effective clinical practice to enhance clients' developmental capacities, problem-solving and coping skills.

CSSW 505	Social Work Practice with Diverse Populations	3 Credits
<p>This course introduces students to social issues within diverse populations. The course examines the roles, functions, and effects of oppression in society as it relates to social and economic justice. This course will also examine how oppression affects service delivery at micro and macro levels while focusing on the social policies that drive the shape of services. Students will examine and analyze social issues and consider the implications for social work practice with different races, ethnicities, genders, sexual orientations, and physical abilities.</p>		
CSSW 506	Program and Organizational Development for Direct Social Work Practice	3 Credits
<p>This course provides students with advanced knowledge and understanding of organizational needs and identifies strategies and models for achieving these needs. Selected organizational development models are examined to determine their applicability to social service agencies.</p>		
CSSW 508	Brief Intervention Methods	3 Credits
<p>This course examines the theory and practice of brief treatment methods, including crisis intervention. It focuses on differential use of these approaches in social work practice. The features of treatment designs and processes that are critical to effective time-limited practice are considered, with emphasis on the characteristics of brief intervention methods with individuals, families and small groups. Particular attention is given to assessment and intervention in Planned Short Term Treatment.</p>		
CSSW 510	AIDS: Psychosocial Issues and Intervention	3 Credits
<p>This course provides critical information on direct practice, prevention, education, intervention methods and models of care for working with people with HIV/AIDS. Additionally, the course focuses on high risk behavior for contracting HIV/AIDS. Prejudices, legal, spiritual, ethical, and other issues which confront social workers in direct practice with persons with AIDS are addressed.</p>		
CSSW 511	Intervention Strategies with Children and Adolescents	3 Credits
<p>This course provides advanced knowledge and specialized skills for clinical practice with children and adolescents who experience developmental issues and a range of psychosocial problems and social injustices. It examines practice issues relevant to culturally diverse children and adolescents, especially African American and Latino children and adolescents. This course emphasizes resiliency and strengths in making assessments and interventions in various treatment settings: schools, child welfare agencies, and juvenile justice systems.</p>		
CSSW 512	Intervention Strategies with Adults and the Aged	3 Credits
<p>This course is designed for skill development and effective application in problem resolution with adults in their life tasks, and with older individuals and groups in the processes of aging. Emphasis is placed on intervention with primary care givers, health care and other providers, and the elderly. Emphasis is also placed on intergenerational concepts and differential approaches with the frail, disabled, and chronically ill in the context of their ethnic cultural milieu and the wider society.</p>		
CSSW 513	Child Abuse and Neglect	3 Credits
<p>This course provides a historical overview of value perspectives of children-particularly African Americans-and corresponding injustices, violence in relation to child maltreatment-views of diverse cultural and ethnic groups regarding child abuse and neglect, rights of children and parents. Core objectives of the course are to: 1) explore research findings on the prevalence of factors that contribute to child abuse and neglect; 2) understand knowledge about the types and causes of child abuse; 3) develop knowledge of and skills in investigation, assessment, case management, treatment approaches, prevention, and methods of evaluation of micro and macro systems.</p>		

CSSW 514	Group Processes in Social Work Practice and Administration	3 Credits
<p>The primary focus of this course is on theoretical knowledge and skill development for practice with task and treatment groups in child welfare, health/mental health, and school social work settings. The course builds on and integrates first semester content, humanistic values, autonomous social work practice, and the Afrocentric paradigm with strategies for assessing individuals and groups. Thus, the course equips students with advanced knowledge and skills to practice group work with diverse populations and with competence in and sensitivity to race, ethnicity, with competence in and sensitivity to race, ethnicity, community, culture, gender, and sexual orientation.</p>		
CSSW 517	Community-Based Health Care	3 Credits
<p>This practice course provides students with the opportunity to analyze health problems in a given community. Emphasis is placed on access and barriers at health services, the roles and functions of multi-disciplinary health teams, community needs assessment and interventions, and policy advocacy for change. Students learn methods of assessing community health issues, data analysis skills, resource identification, and health policy proposal and testimony skills for presentation to legislators on behalf of the community.</p>		
CSSW 518	Community Health Promotion and Disease Prevention	3 Credits
<p>This practice course provides the opportunity for social work students to learn how to promote a community-based health care and prevention program. The course also provides instruction in how to identify, analyze and eliminate barriers to community health services within communities.</p>		
CSSW 520	Family Therapy	3 Credits
<p>This practice social work course is designed to increase students' knowledge and skills for intervening with families. The course engages students in: 1) exploring the development of family therapy and the dimensions of family treatment in social work practice; 2) building on conceptual, analytical, and practice skills necessary for thorough use of family therapy models; 3) developing skills to assess family intervention and 4) identifying major research findings and issues in family therapy.</p>		
CSSW 521	Supervision and Consultation in Direct Social Work Practice	3 Credits
<p>This course provides concepts and principles of supervision and consultation. Attention is given to emerging trends and practices in supervision, staff development, personnel utilization and assessment. The course explores the history, roles, techniques and practices involved in the supervisory process. The course is designed for the experienced student who desires and expects to become an agency supervisor within the near future, and to assist practicing supervisors in developing additional competencies. Attention is given to issues of direct practice supervision and licensure.</p>		
CSSW 522	Public Health Social Work Practice	3 Credits
<p>This course prepares social work students for advanced practice in the area of public health with a focus on disease prevention. Students are introduced to the historical development of public health practice, current public health issues, policies and procedures, research, assessment, and intervention strategies. Professional values and ethics are promoted as a foundation for helping students accept the differences in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation. Students are exposed to content on humanistic values, Afrocentric Perspective and autonomous direct practice social work matrix roles as they relate to public health in social work.</p>		
CSSW 585	Research Methods I	3 Credits
<p>This foundation course provides instruction in basic logic, process, concepts and methods of applied social work research. The course covers research methodologies and design to include interviews, focus groups, case studies, surveys, secondary data, record review, observation, and case file audits which may be applied to the investigation of social work issues at the individual and program level. The course is intended to foster an appreciation of evaluating practice and accountability.</p>		
CSSW 586	Research Methods II: Evaluation of Clinical Practice	3 Credits

This course builds upon the principles of social science research. The content of this course focuses upon the linkages between social work practice and social research. Examined are evaluation procedures for use in practice with individuals, couples, families, small groups, and programs. Application of single subject and group designs, qualitative and quantitative approaches to evaluate the effectiveness of social work interventions will be the focus. The ethical uses of evaluation techniques and practical limitations inherent in evaluation research will be discussed. The implications of minority status, racism, gender, and oppression related to conducting practice evaluations will be examined.

CSSW 589	Research with an Emphasis on Application	3 Credits
This course is intended as a bridge course to provide instruction in evidence-based practice as it relates to social work practice, theory, policy, and research. The course will also provide instruction in the computation, interpretation, and application of analytical procedures that can be used in social work research and evaluation. Application of single subject and group designs, qualitative and quantitative approaches to evaluate the effectiveness of social work interventions will be the focus.		
CSSW 600A	Human Behavior & the Social Environment I	3 Credits
Students are exposed to the ecological social systems perspective in which to understand human development in contemporary contexts. A range of theoretical frameworks that addresses individual development from conception to death within the family and social institutions will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.		
CSSW 600B	Human Behavior & the Social Environment II	3 Credits
This foundation course expands understanding of human behavior within the context of macro systems. A range of theoretical framework that address individual development within groups, organizations and communities will be explored. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.		
CSSW 603	African-American Families	3 Credits
This course examines historical and contemporary forces impinging upon African American families and the resultant survival strategies for these families. The Afrocentric perspective is used in discussing African American families. An ecological/social system, "strengths" approach to the study of African American families represents the perspective for viewing social problems, particularly those of a physical and emotional nature.		
CSSW 606	Addictions, Alcoholism and Substance Use Disorders	3 Credits
This course examines major issues in alcohol and drug dependency. Attention is given to the social, psychological, economic consequences for families where there is alcohol and drug dependency. Prevention and strategies for intervening with individuals and families from a range of ethnic and sociocultural backgrounds are explored for their usefulness. Finally, the roles of social workers in the field of alcohol and substance abuse are considered.		
CSSW 609	Emotional Disorders of Children and Adolescents	3 Credits
This course is designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents.		
CSSW 610	Integrating Practice and Human Development with an Emphasis on Ethics	3 Credits
This course is intended as a bridge course to integrate social work practice skills and human development across the life span with an emphasis on ethics. Students will apply the principles of ethical decision-making and various value system approaches to the formulation of ethical issues explored in the context of biological, psychological and social substrates of normal and pathological behavior.		
CSSW 611	Psychopathology	3 Credits

This course will focus on the clinical process of assessment and diagnosis from the perspective of clinical social work practice. The Diagnostic and Statistical Manual of Mental Disorders (DSM-V) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. A broad spectrum of developmental theory is drawn upon to further promote students' understanding of assessment and treatment interventions.

CSSW 700	Social Welfare Policy and Services	3 Credits
This foundation course is designed to assist students in acquiring knowledge of the history of America's response to the needs of the poor and oppressed, including legislative policies, and the development and role of the social work profession. Special attention is focused on general social problems, children, family and health issues, service program structures, and beginning skills for analyzing social welfare issues.		
CSSW 706	Law and Social Work	3 Credits
This course is designed to provide students with an advanced overview and analysis of social work as it interfaces with the law. The course addresses various types of law-statutory, constitutional, regulatory, and common law as it related to systems functioning. It is not designed to turn professional social workers into lawyers, but rather to make encounters with lawyers and the legal system less mysterious and more beneficial to the client population. At the conclusion of this course, the student is able to recognize how federal and state court systems operate, attain a level of confidence with respect to court testimony, understand the value of effective social work advocacy, develop cognizance of professional licensing and practice issues, and use basic legal terms and legal library resources for systems change.		
CSSW 709	Differential Policy Analysis	3 Credits
This foundation course builds on CSSW 700 and is designed to assist students in developing conceptual, analytical, and political skills necessary to improve existing social policies, defeat policy initiatives incongruent and social work values, or establish new policies. Each student selects a social welfare policy or policy issues at the local, state, or federal level for analysis and advocacy action.		
CSSW 710	Social Welfare Policy with an Emphasis on Georgia Policies	3 Credits
This course is designed to enable students to become more knowledgeable about various state-level social welfare policies and programs and their implications for diverse and at-risk populations.		
CSSW 800	Independent Study	1-3 Credits
This is an independent, advanced study course that is arranged between a faculty member and a student on a specific topic of interest to the student that meets academic and professional requirements of the MSW Program. Students must have at least a 3.8 GPA to qualify for this course. Permission of the Director of the MSW Program is required.		
CSSW 802	Clinical Leadership and Professional Development	2 Credits
This concentration year seminar is designed to integrate the academic and field learning experiences and synthesize the total experience for students enrolled in either the two-year, three-year, or advanced-standing plan of study. This course enables the student to synthesize, refine and demonstrate comprehensive understanding of the MSW program goals, and objectives, humanistic values, Afrocentric perspective, social work practice roles, strengths and ecological perspectives.		

****All students must take a minimum of three (3) electives. Students are permitted to take electives at any point in their academic career upon approval of their educational advisors. Students are strongly encouraged to take electives within their focus area.***

VI. FACULTY AND STAFF DIRECTORY

	Office Location	Office # 404-880	Email	Program
Office of the Dean				
Jenny Jones, Professor	Thayer 215	8549	jjones@cau.edu	Dean
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Maria E. Loftin	Thayer 213	6600	mloftin@cau.edu	Administrative Assistant
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Joi Showell, PhD, LCSW Associate Professor	Thayer 232	6664	jshowell@cau.edu	MSW Program Director
Shena Leverett Brown, Assistant Professor	Thayer TBA	TBA	Sbrown@cau.edu	MSW
Nathaniel Currie, Assistant Professor	Thayer TBA	TBA	ncurrie@cau.edu	MSW
Shadonna Davis Assistant Professor	Thayer 240	8561	sdavis1@cau.edu	MSW
Kenya Jones, Associate Professor	Thayer122	8093	kjones1@cau.edu	MSW
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Corinne Warrenner, Associate Professor	Thayer230	8531	cwarrenner@cau.edu	MSW
Shonda Lawrence, Associate Professor	Thayer 241	6732	slawrence@cau.edu	PhD Program Director
Eyitayo Onifade, Associate Professor	Thayer 239	8091	eonifade@cau.edu	PhD
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William Thomas	Thayer 217	6616	wthomas@cau.edu	MSW
Administrative Support Staff				
Joanne Bassett	Thayer 219	8399	jbassett@cau.edu	MSW
Kimberly Kinchen	Reception Area	8506	kkinchen@cau.edu	BSW/PhD
Shantelle Smith	Thayer 227	8461	ssmith1@cau.edu	Field

MSW PROGRAM FACULTY AND STAFF

FACULTY

Joi Griffin Showell, MSW, PhD, LCSW MSW Program Director



Dr. Showell is originally from Atlanta, Georgia. She received an undergraduate degree in Social Work from Tuskegee University, a Master of Social Work degree with a concentration in Health/Mental Health and a Ph.D. in Social Work Policy and Administration from the Clark Atlanta University School of Social Work.

Dr. Showell is a Licensed Clinical Social Worker. Her practice experience includes trauma-informed care, medical social work, palliative care, hospice, and behavioral health services. Dr. Showell has a background in clinical supervision, program management, program development, and program evaluation. She has led the charge for the Whitney M. Young, Jr., School of Social Work curriculum revision and has been instrumental in the integration of practice and trauma-informed care with the MSW curriculum. Dr.

Showell served on the Council on Social Work Education (CSWE) national task force for the development of the ***Specialized Practice Curricular Guide for Trauma-Informed Social Work Practice***. Her research interests include trauma-informed care in the African American community, social work licensure pass rates, and mental health issues and treatment in the African American community.

Dr. Showell is a member of the Council on Social Work Education (CSWE) Program Directors Academy 3rd Cohort, the Black Doctoral Network, and The Network for Social Work Management and the American Association of Blacks in Higher Education. Dr. Showell is also a member of the Board of Directors of the Clinical Social Workers Association (CSWA).

Shena Leverett Brown, PhD, LCSW, MAC Assistant Professor

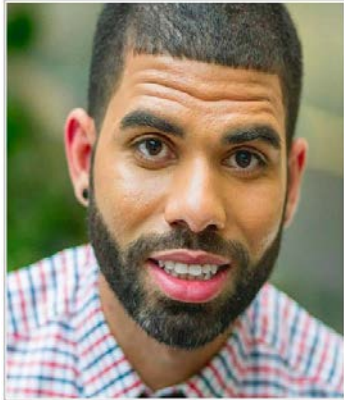


Hailing from rural Lincolnton, GA, Dr. Brown received her BSW at Clark Atlanta University where she graduated with distinction in the Honors Program. She worked as a generalist social worker for several years in her hometown before completing the Advanced Standing MSW Program at the University of Georgia. Her post-MSW practice experiences include becoming licensed as a clinical social worker (LCSW) and nationally certified as a master addiction counselor (MAC) to provide behavioral health treatment services in a variety of settings. Her clinical experience spans over 20 years and include work as a therapist, case manager and program coordinator in residential, partial and outpatient treatment programs, as well as private practice and managed care. Dr.

Brown earned the PhD from the University of Georgia, where she received a Southern Regional Education Board (SREB) Dissertation Year Award and the Graduate School Dean's Award for Social Sciences. She also completed requirements for the Graduate Certificate in Interdisciplinary Qualitative Studies.

Her research interests include social work education and practice, qualitative research methodologies, race-based stressors, mental health and substance use disorders and recovery, and professional wellness factors among helping professionals.

Nathaniel L. Currie, DSW, MSW, LCSW
Assistant Professor



Dr. Nathaniel Currie, DSW, MSW, LCSW, is a clinical social worker and educator with over fourteen years of social work experience in behavioral health, HIV, and community empowerment. He is an Assistant Professor of Social Work and Social Policy at Clark Atlanta University. His research area focus includes trauma and trauma experiences, resiliency, and healing in men. He is adjunct professor in the Doctor of Social Work program at Simmons University. He lectures, trains, and writes regularly on the intersection of Critical Race Theory and social work practice, and on trauma topics. He received his doctorate in Social Work from the University of Pennsylvania, and his Master of Social Work degree from Simmons University. He holds clinical licensure in the states of Georgia and California, and in the District of Columbia. Dr.

Currie consults, and maintains a small private practice in Atlanta where he focuses on men's issues and health. A fierce advocate and trainer in social justice, Dr. Currie brings healing justice to all areas of his instructional and social work practice. Dr. Currie, his Terrier, Jackson, and American Pit bull, Osian, split their time between Atlanta and Los Angeles. Follow him on Twitter @AskDoctorNate.

Shadonna Davis, PhD, LCSW
Assistant Professor



Dr. Shadonna Davis received a PhD in Educational Policy Studies with a concentration in Social Foundations of Education at Georgia State University, an Advanced Qualitative Research Certificate, a Master of Social Work Degree, and a Bachelor's in Business Administration all from Georgia State University. She is a Licensed Clinical Social Worker with over 15 years of experience in social service interventions, child welfare, and youth and community development.

She is dedicated to examining youth development and the impact public schools and community-based organizations have on shaping the life outcomes of youth of color from low-income neighborhoods. She conducts community-engaged research on policies and practices to address institutional issues and increase positive outcomes that help youth thrive in the context of racism and poverty.

Dr. Davis is an assistant professor at Clark Atlanta University where she teaches students theories and concepts for understanding of human behavior, child welfare services, research methods, and the role of generalist social work practitioners. She also provides research-based support to nonprofit and government agencies within the fields of education, juvenile justice, youth development, and behavioral health. Shadonna is a member of the National Association for Social Workers (NASW), Council on Social Work Education (CSWE), and the American Educational Research Association (AERA).

Kenya Jones, MSW, PhD
Associate Professor



Dr. Jones is originally from Richmond, Virginia. Her educational career includes studying British Politics in London, United Kingdom, and working at the Green Party, UK within the media administration team. During her undergraduate education in Criminal Justice at Virginia State University she participated in the AmeriCorps program at the Richmond Police Department and the Adult Career Development Center. While earning her MSW degree from Howard University, she was the recipient of the Lloyd D. Smith Fellowship from the Marshall Heights Community Development Organization, a leadership-training program designed to create solid pathways to success for community leaders.

Her areas of research interest include child welfare, domestic violence, and mentoring relationships. Her professional experiences include case management, strategic planning, consultation, event coordination, career development as well as expertise in program development and evaluation, needs assessment, and data analysis.

Youseung Kim, MSW, PhD
Associate Professor



Dr. Youseung Kim received the Bachelor of Arts in Social Welfare at Seoul National University, Seoul, Korea. He received the Master of Social Work at Washington University in St. Louis, Missouri with a concentration in mental health. He received the Ph.D. degree at the University of Chicago School of Social Service Administration.

Dr. Kim wrote his dissertation on “The Influence of Parental Religiosity and Parental Ethnic Church Involvement on Development among Korean American Adolescents”. His research interests include Social and Psychological Function of Churches on Family Relations, Role of Religion in Adversity and Coping, Religion and Spirituality in Social Work, Social

Services Provided by Faith-Based Organizations, Mental Health Issues among Minority Populations, Minority Adolescent Development, and Culturally Competent Services for Immigrant Families.

William Thomas MSW, PhD
Lecturer



Dr. Thomas earned his Bachelor Degree in Community and Human Services at Empire State College, New York and Master of Social Work (with honors) from Hunter College School of Social Work, NY, on a full NY city scholarship. He rounded off his education by completing a Ph.D. in Psychology (Magna Cum Laude) from California Southern University. He is a LCSW and also an ICADC and presented at several forums and conferences in the Northeast and Southeast of US.

His experience includes working with children, adolescents, adults and couples, using evidence based practice to address clients’ problems. His areas of research interest include social welfare policy, alcohol and drug dependency, and treatment practice models and issues.

**Corinne Warrener, MSW, PhD
Associate Professor**



Corinne Warrener is a graduate of Rutgers, the State University of New Jersey, MSW and PhD programs. She currently teaches research and practice courses.

Dr. Warrener's research interests revolve around issues of violence in the family unit, including domestic violence, dating violence, sexual assault, child abuse, and sibling abuse.

Dr. Warrener has several years of practical experience working in the domestic violence field. She has worked with survivors from young adulthood to older adulthood doing individual and group therapy. She has also worked in community education and violence prevention with regards to dating violence among pre-adolescents, adolescents and young adults. She also has experience working in schools, child protection, and foster care.

**Darrin Wright, MSW, PhD, LMSW
Field Practicum Director**



Dr. Darrin Wright received the B.A. degree in Forensic Psychology at John Jay College of Criminal Justice, earned the Master of Social Work degree at Columbia University School of Social Work and the Ph.D. at Clark Atlanta University. His past work experiences include the Division of Mental Health, Development Disabilities and Addictive Diseases, Georgia Department of Human Resources, the Brooklyn Bureau of Community Services, Brooklyn, New York, and served as a Work-Life Consultant with the United States Air Force Reserves, McGuire Air Force Base, New Jersey.

Dr. Wright joined the School of Social Work in 2006. He served as Principal Investigator of the Morehouse School of Medicine and the Center for Excellence HBCU-CFE Substance Abuse Treatment Workforce Development Mini-Grant Award in 2009. He is a published author and a licensed master social worker.

Dr. Wright is the director of Field Instruction/Practicum Placement Activities. He is responsible for coordinating all aspects of Field Instruction including planning, coordination of agency/student placements, evaluation of the field agency, and recruiting and training agency field instructors.

Whitney M. Young, Jr., School of Social Work Staff



Joanne Bassett
MSW Senior Staff Assistant

VII. ADMISSION TO THE MSW PROGRAM

Admission Requirements

Admission to the Whitney M. Young, Jr., School of Social Work is granted to graduates of an accredited four-year college or university who present satisfactory evidence of character and academic qualifications, interest in working with people, and a commitment to social justice and the values of the profession. The applicant's scholastic record must show promise of ability to engage in graduate work including sufficient credit hours in liberal arts courses to satisfy the School's committee on Admissions. The Committee on Admissions determines admission decisions. Whitney M. Young, Jr., School of Social Work has an open admission process to the two year, three year, and Advanced Standing plans of study. Students admitted to the program to pursue a two year or three-year Plan of Study enter the University at the beginning of the fall and spring semesters. Students admitted to the Advanced Standing plan of study enter the University in June.

International students must also submit IELTS or TOEFL scores. A minimum score of 5.0 for IELTS or 500 for TOEFL is required.

Admission Process

Admissions policies and procedures for those qualified for admission to the WMYJSSW MSW Program are found in the Graduate Catalog. This document is available from the Office of Graduate Studies. Applicants are admitted to the MSW Program through the Office of Admission; therefore, all applications must be submitted to Clark Atlanta University, Office of Admissions.

Evaluation of application materials and selection of applicants for admission to the School are determined by the School's Admissions Committee. The Admissions Committee is comprised of faculty members appointed by the Dean. An applicant's suitability for acceptance to the School is based on an assessment of the applicant's intelligence, openness, interest and motivation for professional helping roles. These attributes are determined by a review of the applicant's personal statement, reference statements, undergraduate GPA, employment and/or community involvement, and volunteer experiences. Applicants are evaluated for their potential success in a graduate program and appropriateness for the profession of social work.

All applications will receive two evaluations. In certain circumstances, an interview may be conducted (if needed). Any interviews will be conducted prior to the admissions decision. Subsequent meetings with any faculty will not result in a change in admission decisions for that academic year. Applicants may not appeal a decision of rejection. Applicants may inquire as to a reason for the rejection; all reviewers will include a justification in the comments section of the application review form. This process is confidential; applicants may not know the identity of the faculty who reviewed the application. Applicants are informed in writing of their acceptance or denial of admission to the program.

Admissions information can be obtained from:

Clark Atlanta University
Whitney M. Young, Jr., School of Social Work
223 James P. Brawley Drive, SW
Atlanta, Georgia 30314
(404) 880-8399

Application for admission is made to:

Clark Atlanta University
Office of Graduate Admissions
223 James P. Brawley Drive, SW
Atlanta, Georgia 30314
(404) 880-8765
GraduateAdmissions@cau.edu

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

1. Demonstrate evidence of completion of a baccalaureate degree from an Accredited Four-year College or university;
2. Complete a baccalaureate degree that reflects a broad liberal arts base to include twenty-one (21) hours in humanities (sociology, history, psychology, political science, economics, ethnic/global studies); three (3) hours in mathematics; and three (3) hours in human biology;
3. Have a grade point average of 3.0 on a 4.0 scale based on the official college or university transcript;
4. The GRE is waived for application to the MSW Program;
5. Submit three letters of recommendation; letters must be signed, include contact information, and be presented on letterhead;
6. Submit a personal statement;
7. Submit an application to the University Office of Admissions no later than March 15th for enrollment in the beginning cycle of the two year, or three-year Plan of Study, both of which start in August; and
8. Pay a nonrefundable application fee.

Applicants who have liberal arts deficiencies may be admitted conditionally, such students must complete all liberal arts requirements during their matriculation in the MSW program.

Note: The Master of Social Work Degree program does not permit academic credit for life or work experience.

Applicants Seeking Admission to the Advanced Standing Plan of Study must:

1. Demonstrate evidence of completion of a bachelor's degree in social work from a school of social work accredited by the Council on Social Work Education (CSWE);
2. Have a GPA of 3.2 or better on a 4.0 scale;
3. The GRE is waived for application to the MSW Program;
4. Submit three professional letters of recommendation;
5. Submit a personal statement;
6. Submit an application to the University Office of Admissions no later than March 15th for enrollment in the beginning cycle of the Advanced Standing Program which starts in June; and
7. Pay a nonrefundable application fee.

Although applicants who have liberal arts deficiencies may be considered for provisional admission, students who have not taken required liberal arts prerequisites must register for and complete the required liberal arts course (s) before the end of the first semester of study in the MSW Program. In **all** cases students must present official transcripts confirming that a liberal arts requirement has been completed.

An interview with a student may be required as part of the admission process for each Plan of Study. The Admissions Committee will contact students for an interview if an interview is necessary.

Note: The Master of Social Work Degree program does not permit academic credit for life or work experience.

Types of Admission

Advanced Standing Admission: Students who have a BSW degree from a school of social work accredited by the Council on Social Work Education. A minimum GPA of 3.2 is required. Applicants with a BSW who have a GPA below 3.2 are potentially eligible for the two year and three year plans of study.

Regular Admission (Two Year): A minimum undergraduate GPA of 3.0 is required. Students with a GPA above 3.0 have the option of entering the three-year program, if preferred.

Provisional Admission (Three Year): Students with a GPA below 3.0 may be deemed eligible for the three-year plan of study if other aspects of application demonstrate graduate level aptitude. Students with a GPA below 3.0 are not eligible for the two-year plan of study.

International Students

Clark Atlanta University encourages enrollment of students from other countries. In addition to meeting the regular requirements for admission (with allowances for differences abroad in secondary school curricula), the applicant must demonstrate a reasonable proficiency in the English language. The University requires a minimum score of 500 on the paper examination or 173 on the computerized examination of the Test of English as a Foreign Language (TOEFL). Additional policies and services related to international students, international exchange and Immigration and Naturalization Services can be found in the CAU Graduate Catalog. Alternatively, a minimum score of 5.0 on the IELTS is also acceptable.

Admission Status

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

Advanced Standing – means that the student will go directly to the concentration year, if requirements for Advanced Standing are met. Advanced Standing students must matriculate on a full-time basis.

Regular Status – means that the student will matriculate in the program on a full-time basis, and will complete the program in two years, if all requirements have been satisfactory satisfied.

Three Year Status – means that the student will move through the program in three years, with field work occurring during the second and third year. These students may include those who have opted for a three-year progression instead of two years as well as provisional students or students who did not qualify for Advanced Standing.

Provisional Status – means that the applicant was admitted to the program with a grade point average that is less than the required 3.0. Students with Provisional Status will complete the program in three years.

VIII. ADMISSION TO FIELD INSTRUCTION

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

The field placement process begins with the student completing the Application for Field Practicum which is submitted to the Director of Field Practicum and Placement Activities, and discussing the field interests with the academic advisor. Students also must have a signed Field Placement Confirmation Form. Placement options and recommendations for field placement are consistent with students' learning needs and interests, special personal and professional considerations and the curriculum.

The Director of Field Practicum and Placement Activities has ultimate responsibility for approving all field internships. Once the completed and signed Field Placement Confirmation form is signed by both the assigned Field Supervisor and the Director of Field Practicum and Placement Activities, students may register for field education credit hours. A field agency must be approved by the Director of Field Practicum and Placement Activities prior to the student's acceptance of a placement site.

Under no circumstances may a student begin a new field practicum until the first day of the academic semester in which he or she is enrolled in that internship and until the Field Placement Confirmation form is received in the Field Office.

Evaluation of Field Performance

All MSW students must earn the grade of "B" or above in all field courses. When the grade "C" is earned in a field course, the course must be repeated. (See Master of Social Work Field Practicum Handbook for details regarding evaluation of field performance).

Field instruction courses are taken concurrently with the foundation and concentration practice courses and field seminar. Students enrolled in a practice course must also be enrolled in the appropriate field instruction and seminar course simultaneously, and vice versa.

Academic Credit for Life Experience and Previous Experience

The School does not grant academic credit for life experience or previous work experience for course work or field practicum.

Liability Insurance

The administration of Clark Atlanta University maintains a self-insured professional liability policy for its various professional fields. This program covers duly registered social work students for events that may occur while performing duties in their field practicum. The policy provides in minimum amounts not less than \$1,000,000 per occurrence on an occurrence basis, \$3,000,000 annual aggregate. Students wishing to obtain **additional coverage at their own expense** may contact the National Association of Social Workers Insurance Trust at (800) 638-8799, ext. 387. The University does not provide automobile liability coverage. Students who will be using their personal vehicle for agency business should negotiate automobile coverage with the agency at the time of the interview.

Field Education Placement Process

Students are required to participate in a planning process designed to help clarify their goals and interests prior to contacting social service agencies to interview for field placements. Each student completes an application for the practicum, which is located in the office of the Director of Field Education and Practicum Activities. Students meet with their assigned faculty advisors to ensure that all academic requirements have been completed and to discuss any issues or problematic concerns that may impact their performance in practicum.

The Director of Field Education and Practicum Activities has ultimate responsibility for approving all field practicum assignments. **MSW STUDENTS MAY NOT BEGIN EARNING PRACTICUM CREDIT UNTIL THE DIRECTOR OF FIELD EDUCATION AND PRACTICUM ACTIVITIES APPROVES THE PRACTICUM SITE.**

Two Year Students

Generally, students are expected to do their first and second year field placements in different agencies. The basic rationale for this policy is that the two field experiences should not be restrictive. When a student is placed in the same agency for both placements, the plan must be considered to be educationally more advantageous than the regular model of two separate placements by the Agency Supervisor, the Faculty Field Liaison, the Director of Practicum and Placement Activities, and the student.

Placement in the same agency for two years is done under two circumstances: (1) when the student is an employee of the agency in which s/he is also placed for his/her field placement and the agency can provide experiences that will meet the requirements of both foundation and specialization year to include: a) the availability of a broad range of cases and treatment modalities b) opportunities for both interdisciplinary and collaborative work; and (2) when, during the course of the first field placement, it is felt by the Faculty Field Liaison and the supervisor that a second year placement in the same agency will be supportive of the student's professional development. In both of these instances, the agency setting must expose the student to a broad range of experiences and to a different and deepened level of learning than that provided during the first year of placement. As well, the field placements must provide field learning experiences that encompass both the foundation and specialized educational experiences.

Three Year Students

Courses offered during days and evenings. Evening and weekend field placements are very limited so that students who work will require time away from their job for field placement. This will require that a part-time student will have his or her supervisors write a letter, to the Director of Field Practicum and Placement Activities, indicating that the student will be released from work to carry out his/her field placement assignment.

The School acknowledges that employment is a necessity for any student given today's economic pressures and the fact that many students are older and have major responsibilities. Part-time work is obviously more appropriate than full-time employment. In instances where a student is able to use his or her work site as a field agency site, the agency site must be informed that in some instances, the student may need to take courses during day hours. There are very limited evening or weekend placements so that students who work will need time away from their place of employment when enrolled in Field Practicum. As well, while there are evening courses, some course work will have to be taken during the day based on School resources. Students placed at non-work sites will need to notify their employers of their need to be away from their workplace for their field practicum. The employer must submit permission in writing for the student to be released from work to do his/her field practicum to the Director of Field Practicum and Placement Activities.

Criteria for a two-year placement are listed below and must be mutually agreed upon and put in writing by the Director of Field Practicum and Placement Activities and the agency supervisor:

- The agency must provide experiences that will meet the requirements of both a foundation year and specialization year.
- A two-year field internship placement must offer excellent opportunity for both inter-disciplinary and collaborative work. As well, the student must be provided with the type learning experience that corresponds with the School's expectations for a second year field placement.
- There must be a broad range of cases and treatment modalities.
- The agency supervisor must work closely with the Practicum Office on development of an educational learning experience for the student and the thorough evaluation of the two-year field placement.

Procedures for a two-year field placement are as follows:

- The student must discuss his/her interest in a two-year field placement with his/her faculty field liaison and agency supervisor prior to the time when decisions regarding second year placements are to be made.
- The faculty field liaison must discuss the two-year placement with the Director of Field Practicum and Placement Activities and they will determine if the criteria for a two-year field placement can be met at the agency.
- The Director of Field Practicum and Placement Activities must convey this plan in writing to the student's Educational Advisor.
- The student must be advised to complete a statement that provides the rationale for a two-year field placement based on the criteria for a two-year placement.
- The Director of Field Practicum and Placement Activities will convey approval/disapproval of the two-year field placement to the student.

Refer to the MSW Program Field Practicum Manual for more information on field placement

VIII. Termination from MSW Program

Non-Academic Reasons

Whitney M. Young, Jr., School of Social Work, through its various faculties and appropriate committees, reserves the discretionary right to place on probation or dismiss from the School any student whose performance in academic courses or field work is deemed unsatisfactory, or whose personal or professional conduct renders him or her an undesirable member of the School community.

Students are expected to maintain high academic and professional standing in both the classroom and field. Classroom attendance and participation, compliance with due dates for written assignments, and compliance with agency expectations are among these standards. These standards are part of the MSW academic program and include nonacademic behaviors, which may indicate that a student is impaired professionally. Nonacademic professional impairment is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct as prescribed by the National Association of Social Workers' Code of Ethics and the National Association of Black Social Workers' Code of Ethics. The Academic Practicum Grievance Committee need not be convened when there is clear evidence of a violation of the Code of Professional Ethics.

Personal conduct subject to administrative termination or dismissal includes but is not limited to, such matters as the following:

- All forms of dishonesty, fraud and deception.
- Use of drugs on the University or agency premises (See University policy regarding Drug use in the University Catalog and Graduate Student Handbook). Students should also familiarize themselves with their placement agency's policy on Drug use.
- Physical abuse of, or threat of physical abuse to any person at the University, placement agency premises, or at a University sponsored or supervised function (See University Graduate Student Handbook).
- Habitual tardiness to class, meetings or to an agency demonstrating little or no evidence of professional responsibility.
- Impaired judgment, decision-making, or problem solving in one's personal life.
- Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
- Inadequate interpersonal skills whereby the student is unable to relate to others appropriately and incongruence with the values, ethics, and beliefs of the social work profession.
- Personal problems that include personal or emotional difficulties that consistently and significantly interfere with learning.
- Behaviors that raise questions regarding the student's motivation, academic preparedness and/or suitability for a career in social work.
- Violation of the NASW Code of Ethics.
- Voluntary withdrawal from the MSW Program.

Academic Reasons

Any of the following situations will result in the academic dismissal of students enrolled in the MSW Program:

- All forms of dishonesty, fraud and deception.
- Two (2) or more grades of “C” or lower in any course.
- Grade of “C” or lower in concentration year Field Practicum.
- Grade of “F” in foundation year Field Practicum.
- Academic probation more than one term.

VIII. MSW Program Grievances and Appeals

Students may file grievances and have a right to due process appeal to the University. The Academic and Practicum Grievance Committee reviews grievances, which serve both the undergraduate and graduate programs. Issues addressed by the Committee, include academic performance, field performance, or a combination of academic and field performance.

Coursework Grievances And Appeals

Faculty members will make themselves available for consultation regarding academic issues. Students are encouraged to meet with the faculty member prior to filing a formal appeal. Students may not appeal a B grade; only a C or lower may be contested.

1. If the student is not satisfactorily resolved between the student and the professor, the professor will submit in writing, within five (5) working days of the meeting with the student, a statement describing the concerns. The student will put his/her concerns in writing as well. Both written statements should be sent to the student's educational advisor.
2. The educational advisor will meet with the student and professor separately to discuss the academic concern and seek resolution. If a satisfactory decision is reached by the student, professor, and educational advisor, the issue is considered to be resolved. A written statement to this effect by the educational advisor must be completed and provided to the professor and student and a copy placed in the student's file.
3. If resolution cannot be reached regarding the academic matter, the educational advisor will put the outcome of the meeting with the student and professor in writing and provide a copy to the student and professor and have a copy placed in the student's file. If the student or professor wishes to further pursue the matter, they can submit their written statement and the statement from the educational advisor to the Chair of the Academic and Practicum Grievance Committee.
4. In matters pertaining to academic concerns, the Academic and Practicum Grievance Committee will consist of the Director of the Program (MSW, BSW or Ph.D.), the Director of Field Practicum and Placement Activities, two student representatives (the presidents of the foundation and concentration year MSW classes), and a faculty member appointed by the Dean. The Program Director of the Academic Program will serve as Chair of the Committee for academic matters. (This will be the MSW Program for MSW students). The Director of Field Practicum and Placement Activities will serve as Committee Chair for matters relating to field practicum. The student involved can invite a faculty member of his/her choice and another student. The faculty and student representatives selected by the student can present their views regarding the educational issues involved, but cannot vote. Thus, the faculty and student representatives, selected by the student, must leave the meeting prior to the vote. The Committee will review and discuss the various documents and hear all parties involved. The Committee has as its mission the resolution of the issue(s) presented.
5. The committee will discuss the issues(s) in closed session. The discussion will include committee members only and will not include the student and faculty representatives selected by the student. The Program Director provides the Committee's decision to the student and supervisor verbally following the meeting and in writing no later than seven (7) working days following the meeting.

6. After receipt of the Committee's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean. The Dean will meet separately with the student and with the Grievance Committee and will subsequently inform the student, in writing of the School's final decision.
7. The Dean's decision is the final decision and cannot be appealed elsewhere.

MSW Field Education Grievances and Appeals

1. The field instructor and faculty liaison will make themselves available for consultation regarding fieldwork issues. The student, the agency supervisor, and the faculty liaison will meet with each other before filing a formal appeal to address concerns by the student or concerns regarding a student's performance in the field when it is felt that the student's performance is unsatisfactory, unprofessional or unethical.
2. If the issue is not satisfactorily resolved between the student, field instructor and the faculty field liaison, the complainant should then submit in writing within **five (5)** working days, to request to review the concerns with the Director of Field Education and the MSW Program Chair. If the issue is not satisfactorily resolved at the Field Director and MSW program Director level the student should then submit in writing within **five (5)** working days, to request to review the concerns with the Academic and Practicum Grievance Committee. The other party or parties involved should also write a statement detailing his/her perspective on the situation. A written copy of the concern will be placed in the student's field placement file.
3. The Academic and Practicum Grievance Committee will consist of the following members: The Associate Dean of the School of Social Work as the Chair of the Academic and Practicum Grievance Committee, the Director of Field Education for matters relating to field practicum, The Director of MSW Program, the faculty field liaison, the student's faculty advisor and, and a member of the MSW student organization (YMSO). The student involved can invite a faculty member of his/her choice and another student (**advocates**). The faculty and student representatives selected by the student can present their views regarding the educational issues involved. The Chair will review and discuss the various documents and hear all parties involved. The Committee has as its mission the resolution of the issue(s) presented.
4. **The Chair will hear the issue(s) for discussion from the committee and make a decision. The Chair provides a written decision to the student, the academic advisor, and the Office of the Dean within seven (7) working days following the meeting.**
5. After receipt of the Chair's decision, if the student remains dissatisfied, a final appeal in writing may be lodged with the Dean **within seven (7) working days**. The Dean will **review the minutes and the attachments as it relates to the grievance** and will subsequently inform the student, in writing **within ten (10) working days** of the School's final decision.
6. If a student is dissatisfied with the decision rendered at the School level, the student can file a grievance at the University level through the Dean of Graduate Studies (See CAU's Graduate Student Handbook online)

IX. Rights and Responsibilities of Graduate Students

All students are required to attend orientation for the Master of Social Work Program. It is the responsibility of the student to attend orientation to become familiar with the policies and procedures governing graduate study as outlined in the Graduate Catalog, the CAU Student Handbook and the MSW Program Student Handbook, an overview of the MSW curriculum, advising, and Field Practicum requirements.

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

Social work students have the right to receive faculty support in order to maximize academic potential. Accordingly, students have the right to expect social work faculty members to post and keep regular office hours and to be accessible to students at other times as scheduled by appointment. Students have the right to expect to communicate expeditiously with faculty via telephone, e-mail or in writing. Students have the right to request faculty consultation necessary and appropriate for understanding assignments and avenues available for improving skills. Students have the right to receive in writing notification of classroom policies (i.e. policies stated in course syllabi) and curriculum requirements. Students are responsible for conducting themselves in a manner consistent with the ethical principles and standards of CAU's academic community and with the ethical standards of the social work profession. CAU's policy regarding academic misconduct includes abetting, cheating, plagiarism, fabrication, and misrepresentation. Policies regarding non-academic conduct violations that include inhibiting the "institution's pursuit of its educational objectives," disregarding the "rights of other members of the academic community," and disregard for "safety to property and others" are also found in the CAU Graduate Catalog.

In the social work learning community, students are expected to strive to uphold the ethical standards as stated in the NASW Code of Ethics. Gross violations of the Code that correspond to Clark Atlanta University (CAU) policies regarding academic and non-academic misconduct are subject to the disciplinary action prescribed in the CAU Catalog. These policies and practices are found in the University's Graduate Catalog, the Graduate Academic Regulations and Procedures Handbook, the University's Student Handbook, the MSW Program Student Handbook and the MSW Field Practicum Manual.

Each student enrolled in the graduate social work program has the opportunity to actively participate in his/her own learning outcomes. There are several ways in which students engage in their learning experiences. For example, students are assigned an academic advisor with which they can discuss responsibilities and expectations related to program goals and objectives, as well as meeting the requirements of Clark Atlanta University.

Students must assume certain responsibilities for preparation as a successful social worker. For example, students are expected to utilize the resources of the University and MSW Program (Graduate Student Resource Center, Graduate Writing Lab, University Counseling Center, Woodruff Library and Center, faculty and staff, and peers). Students are encouraged to strive to be assertive and conscientious in terms of being informed of all activities of the MSW Program by regularly visiting the website and reading the Program's bulletin boards. Of equal importance, students are responsible for expressing values, attitudes and behaviors that are consistent with program expectations.

In the areas of governance and program maintenance, students participate in the selection of their field placement agencies and are expected to engage in meaningful discussion about course content, materials, assigned readings, agency policies and methods of instruction with faculty field liaisons and field supervisors. Students also participate in developing their individual educational plan by working with their agency field supervisor and their faculty liaison in outlining educational objectives and outcomes as part of development of the Field Practicum Learning Contract. Students also participate in MSW Program planning and maintenance. Students are eligible to be appointed annually to serve on different MSW Program committees and have representation on special committees, representation on the field practicum advisory board, and representation on the MSW Academic Practicum Grievance Committee, attend faculty meetings, serve as student representatives on curriculum content area committees, and assist faculty in planning the orientation of new MSW students.

MSW Student Advisement

Each student is assigned an educational advisor once they are admitted to the program. The educational advisor's role is to guide the student in developing an educational plan for his/her time in the program.

Expectations of Faculty

It is expected that faculty will:

- Provide a syllabus that includes a description of the course, course objectives, reading requirements, class assignments, expectations for class attendance, and the procedure for course evaluation;
- Encourage students to utilize the Atlanta University Center Robert W. Woodruff Library and other college and university libraries in the area;
- Demonstrate fair, impartial and constructive in evaluation a student's academic performance;
- Return student papers, assignments and examinations in a timely manner and with appropriate constructive comments;
- Post and keep regularly scheduled office hours;
- Encourage constructive criticism and recommendations from students about how courses can be improved as part of the semester evaluation of each course;
- Treat students with respect at all times; and
- Advise students in advance, when possible, of cancellation of any class.

Expectations of Students

It is expected that students will:

- Attend orientation and become familiar with policies and procedures;
- Adequately prepare for each class and actively participate in class discussions;
- Attend classes regularly and notify professors when a class will not be attended or when s/he has to leave early;
- Complete and submit all course assignments by the date(s) designated;
- Not plagiarize the work of others. Plagiarism is a violation of University and School policies and can result in administrative termination (See University Catalog: Conditions Warranting Administrative Termination. Also, Handbook of Academic Policies and Procedures for Graduate Students and Faculty); and
- Be respectful of classmates, faculty and staff at all times.

Personal Conduct and Use of Social Media

As social workers, we must be aware that our private world has a greater likelihood of becoming public when using social media. Field instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families. Section 4.03 of the Code of Ethics states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” It is inappropriate for students to refer to any fieldwork site/agency, client, or client situation, etc. on their personal social media pages (e.g. Facebook, My Space, Twitter, and Blog), no matter how many security settings have been invoked).

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

Social media channels provide an excellent means to build community; however, as you utilize these tools, do no harm to yourself, your field site, your clients, the School of Social Work, your classmates or to the social work profession in the process. Students who have been found to be in clear violation of Social Work Code of Ethics section(s) referenced above will be subject to possible termination from the program for unprofessional behavior.

CAU Code of Conduct

In addition to the above stated expectations, students must adhere to the CAU Code of Personal Conduct, (CAU Catalog; CAU Handbook of Academic Policies and Procedures for Graduate Students and Faculty).

X. Academic Standards

Academic Probation

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

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

Readmission after Termination

- Students who have been terminated from the program shall not be considered for readmission for three (3) years from the date of termination.
- Students who are readmitted following termination for academic reasons must:
 - Retake all courses where a "C" or "F" grade was received. Student must receive a "B" or better in these courses.
 - Receive a "B" or better in all remaining courses.
- Students who were dismissed for receiving an "F" in field are not eligible for readmission to the MSW program.

Transfer of Credits

Granting of credit for non-social work courses taken at another CAU School or another institution may be considered under the following conditions:

Graduate level non-social work courses taken at another CAU School or another institution can be credited for elective courses only. For credit to be given for elective courses, the student must provide the educational advisor with the course description, course outline, and title and edition of the textbook used for the course for review by the MSW Program Director. The course must be comparable to an elective course that is offered by the School. Courses must have been taken within a time period not to exceed four years at the time of admission to the program. This policy is in keeping with the University's policy on transfer credits as outlined in the University Graduate Catalog.

If a student is given credit for a non-social work graduate course taken at another CAU School or another institution, the Director of the MSW Program must put this approval in writing for the student's record and submit a copy of the course approval to the Registrar's Office so that the course can be identified on the student's transcript.

Students who have taken courses at an accredited social work program may transfer no more than 9 semester credit hours. All transfer courses must be congruent with CAU and the WMYJSSW curriculum and must be approved by the MSW Program Director. Students must submit requests through their educational advisor. Requests for transfer should be arranged with the educational advisor during academic advising or no later than the first two weeks of the fall semester. The educational advisor, MSW Program Director, Dean of the School of Social Work and the Registrar's Office, must approve all transfer courses.

Transfer Credit for Courses Taken at a Graduate School of Social Work Accredited by the Council on Social Work Education

Courses taken at other accredited graduate schools of social work are transferable for entrance to year 2 of the MSW Program when required courses for the first year foundation have been completed, including field work, and the person has received grades of "B" or better in all foundation courses. A student, who has taken the first year foundation social work courses but has not taken field work, may also apply. The student will have to complete the first year field practicum requirements (CSSW 501A Concurrent Field Practicum and Seminar I and CSSW 501B Concurrent Field Practicum and Seminar II) prior to taking second year focus courses and the second year field practicum. In both instances, the student must submit the application for admission, the application filing fee, personal statement, official undergraduate transcript, a catalog description and course syllabi of all courses taken, and three letters of reference. The MSW Program Director will review these materials and a decision will be made. The following materials are required:

- Graduate master of social work school catalog with course descriptions;
- Course syllabi for all first year foundation courses;
- Official transcript of master of social work courses;
- Evaluations from the agency practicum supervisor and faculty field liaison;
- The first year foundation social work courses must have been taken within a time period not to exceed four years;

Where a student's cumulative semester credit hours for year one of their graduate social work education (foundation) are less than the cumulative semester credit hours required by the School's first year, a student must take additional courses to ensure that s/he has the appropriate number of cumulative semester credit hours required by the School for graduation; and where a student's cumulative semester credit hours for year one (foundation) at another school of social work are more than the cumulative semester credit hours required by the School, the student cannot reduce the semester credit hours required by the School's second year of coursework. This will mean that the student will have more credit hours for graduation than is required by the School.

Students completing the MSW foundation year at another institution with an accredited program in Social Work may transfer no more than thirty (30) hours, which is equivalent to the Whitney M. Young, Jr., School of Social Work foundation year semester hour credits. The maximum number of credits transferable for other students is nine (9) semester credit hours. Courses with a "C" grade is not transferable.

Withdrawals

Students may withdraw without penalty until the University Last Day of Withdrawal period. Those students considering withdrawing from the School should consult with their Educational Advisor immediately. Following advisement, the student must formally notify the University of his/her intention to withdraw by completing a Withdrawal Form, which can be obtained from the University's Registrar Office, securing the appropriate signatures, specified on the Withdrawal Form, and returning the Form to the University's Registrar Office. A signed copy with appropriate signatures must be submitted to the MSW Program Director. Students should refer to the University Catalog regarding tuition refund.

Leave of Absence/Withdrawal

A student who's academic and field practicum performances are in good standing may request a leave of absence, not to exceed more than one calendar year. The request should be made in writing and addressed to the Dean after consultation by the student with the student's educational advisor and the Program Director of the MSW Program. Requests for a Leave of Absence should be made for a specific reason, such as the student's being ill, illness of a member of the family, or family hardship and must be in writing.

A Leave of Absence enables a student to register without going through the re-admission process. No partial credit will be given for incomplete field practicum courses. The School has an open enrollment and the student must file an official Statement of Intent to register with the MSW Program Director or through the Dean's Office. A student who extends his/her leave beyond the approved period of time will be considered to have withdrawn from the School, and reinstatement will be subject to the procedures governing withdrawal. A student granted a Leave of Absence must meet the program requirements of the class in which s/he is readmitted. Approval of reinstatement will be made by the Admissions Committee, MSW Program Director and the School's Dean on the basis of correspondence regarding the reason for the leave and the student's statement of what transpired as part of his/her Statement of Intent.

Medical Leave of Absence/Withdrawal

A student may petition the Dean for a Medical Leave of Absence. Reasons for the request as well as a statement from a physician or appropriate professional person, which documents the need for a leave, must be included with the letter of petition. The procedures and policies for reinstatement are the same as for a regular leave of absence, but must include supporting documentation from the student's physician or other appropriate professional persons.

Readmission After Medical Leave Withdrawal

A student who has withdrawn from the School is not automatically readmitted. An application for readmission must be obtained from the Graduate Office of Admissions and returned to that office. The materials should be submitted to the MSW Program Director. The Program Director, upon reviewing the material, may request a statement by the student covering only the period of time between the withdrawal from the school and the new application for readmission. The Admissions Committee will review the application in light of the current admission policies, and with due regard to the circumstances surrounding the student's withdrawal. The Admissions Committee will determine which courses the student will be granted credit for and determine the courses that must be taken in light of the School's current curriculum.

Incomplete Grades

Assigning of the "Incomplete or "I" grade – the grade of "Incomplete" or "I" may take place in the event of unusual circumstances that prevent a student from completing course requirements. The "I" grade does not immediately impact the student's grade point average.

Completing of requirements of the course – the student is responsible for making arrangements with the instructor for the completion of the course requirements. Students are allowed one calendar year to complete the course assignments. Once the student has completed all course requirements, the instructor will submit a grade change to the Office of the Registrar for recording. Failure to complete course requirements within one calendar year will result in the assignment of the grade "F" to the student's record.

Extension Requests – prior to the end of one calendar year, the student must submit a written request for an extension to remove the incomplete grade. The instructor, Program Director and Dean must approve the extension before the Registrar grants and extension of time.

In the event that the instructor is not available, the MSW Program Director, Associate Dean, and/or Dean will represent the instructor's interest.

Grading Policies for Coursework

- A student must maintain a cumulative grade point average of 3.0 in order to be in good standing.
- A student must have a cumulative grade point average of 3.0 in order to receive the MSW degree and graduate.
- A student whose cumulative grade point average falls below 3.0 at the end of a given semester is placed on academic warning, then academic probation, and then is dismissed.
- Incomplete grades must be changed to a final grade within 1 year of the original course. After this time, grades will automatically change to an "F".
- Foundation courses must be taken in sequence. Exceptions must be approved by the Chair of the MSW Program based on the recommendation of the Educational Advisor. Practice courses are not considered in this category. Practice courses and Field Practicum must be taken in sequence, without exception.
- **Exceptions can be made to grading policies if the student has a disability that has been corroborated by the CAU Office of Counseling and Disability Services. Such exceptions will be made by the Dean in consultation with the Program Director of the MSW Program with appropriate documentation from the CAU Office of Counseling and Disability Services. Students with a disability, corroborated by the CAU Office of Counseling and Disability Services, may be provided other specialized services as is appropriate for the identified disability.**

University Grading System

The graduate grading system at the University is as follows: A, B, C, P, F, I, AU, IP, and W. While each faculty member determines the grading scale for individual classes and what the requirements are, they utilize the School's umbrella definitions of what the varying letter grades mean. No consideration is given to plus or minus appended to a grade by the university. These definitions are as follows:

- **"A"** Outstanding academic work: The student meets course objectives, submit substantively well written paper, demonstrates full knowledge and understanding of materials, presents high quality oral papers, is invested in classroom discussions as evidenced by contributions, assumes responsibilities in group activities, is prepared for class as evidenced by his/her having read the assigned readings, and performs within the expected range of 90-100 on exams or the equivalent when a point system is used. Performance within these parameters will result in a letter grade of **"A"**.

- **“B”** Very good academic work: The student meets course objectives, submits papers that are thoughtful, demonstrates some knowledge and understanding of materials, presents good oral presentations, is invested in classroom discussions as evidenced by occasionally contributing to the class, assumes responsibility in group activities, is prepared for class as evidenced by his/her having read most of the assigned readings, and performs with the expected range of 80 to 89 on exams or the equivalent when a point system is used. Performance within these parameters will result in a letter grade of **“B”**.
- **“C”** Fair academic work: The student minimally meets course objectives, submits marginal papers, demonstrates minimal knowledge and understanding of materials, presents oral presentations that are fair evidences minimal investment in classroom discussions and rarely contributes to discussions, is occasionally prepared for class as evidenced by his/her completing assigned readings, and performs within the expected range of 70 to 79 or the equivalent when a point system is used. Performance with these parameters will result in a letter grade of **“C”**.
- **“F”** Failure in course which carries no credit: Student does not demonstrate mastery of course content, does not meet course objectives, submits very poorly written papers that do not reflect graduate level work, demonstrates very minimal knowledge and understanding of materials, presents inadequate oral presentations, very rarely contributes to class discussions, and performs within the range of 59 and below on exams or the equivalent when a point system is used. Performance within these parameters will result in a letter grade of **“F”**.
- **“I”** Incomplete: Student has not submitted all the requirements for a grade and has made satisfactory arrangement with the professor involved to complete the remaining portion of the work before the end of the semester in which the mark of **“I”** was given or a specified period of time designated by the professor. The faculty member must submit to the Director of the MSW Program a statement stipulating 1) why the grade **“I”** is given, 2) the grade earned on the work completed, and 3) the percentage of the final grade dependent on the missing work. If the **“I”** is not changed by the faculty member by the end of the next semester in which the student is enrolled, the staff of the University’s Registrar Office will change the grade of **“I”** to a grade of **“F”**.
- **“AU”** Audit: This is used when the student wishes to register for a course but does not desire to earn credit in it. It yields no academic credit. Permission must be granted by the Dean of the School in collaboration with the Program Director.
- **“W”** Withdrew: The grade of **“W”** indicates that a student officially withdrew from a course not later than the date specified for withdrawal as published in the annual University Calendar. Students who withdraw after the specified date for withdrawal are given a grade of **“F”**.
- The minimum standard for graduate work leading to a degree is a **“B”** average, which is the equivalent of a 3.0 Grade Point Average (GPA). The grading scale for courses is as follows:

A	4.0
B	3.0
C	2.0
F	0.0

- The GPA is computed by dividing the total number of semester hours carried into the total number of quality points earned. The GPA, computed by the University's Registrar Office, is the GPA used by the School.

XI. Student Organizations

The School seeks to develop and maintain a learning atmosphere that promotes learning and open debate of issues and ideas. Established in 2006, Young Masters is one of the MSW Program Student Organizations, which contributes to and benefit students. It serves to: (1) promote the individual and collective interests of the student body; (2) cultivate student leadership and participation in the governance of the School; (3) provide opportunities for the coordination and implementation of student activities; (4) promote membership and participation in professional organizations; and (5) encourage participation in the student government associations of the School and the University. A faculty member is designated to serve as advisor to the School's Student Government Association.

During academic year 2012-2013, students organized and created a chapter of the National Black Association of Social Workers on campus and actively engaged in several community projects. This group focuses on advocacy and community service.

XII. Professional Organizations

The School encourages active involvement of students in professional organizations and participating in workshops, seminars and annual conferences. Students hold membership in the National Association of Social Workers and the National Association of Black Social Workers. Students are encouraged to be active in the local chapters of these organizations and the local chapter of the Georgia Society for Clinical Social Work. Students are also encouraged to initiate and plan special activities for social work month and other social work activities. As well, students are free to plan colloquia and various public forums, which address current social issues. The School identifies and holds an initiation ceremony for those students who meet eligibility requirements for membership in various honorary organizations and /or societies, particularly the Phi Alpha National Honor Society for Social Workers.

XV. Accrediting Bodies

A. University Accreditation

Clark Atlanta University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award undergraduate, graduate and professional degrees as well as certificate programs. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 Extension 4504 for questions about the accreditation of Clark Atlanta University.

B. School of Social Work Accreditation

Whitney M. Young, Jr., School of Social Work is accredited by the Council on Social Work Education. Contact The Council on Social Work Education at 1701 Duke Street, Suite 200, Alexandria, VA 22314 or call 703-683-8080 for questions about the accreditation of Whitney M. Young, Jr., School of Social Work.

XVI. APPENDICES

APPENDIX A NASW CODE OF ETHICS

Students are bound by the NASW Code of Ethics as well as the CAU Rights and Standards for Personal Conduct. (See CAU Catalog).

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 Delegate Assembly

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth

these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

- The *Code* identifies core values on which social work's mission is based.
- The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
- The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
- The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
- The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members. * In subscribing to this *Code*, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code*, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference.

Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who descend moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology.

For the purposes of this *Code*, “technology assisted social work services” include any Social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*

Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*

Ethical Principle: *Social workers challenge social injustice.*

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*

Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible

self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*

Ethical Principle: *Social workers recognize the central importance of human relationships.*

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*

Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*

Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are inspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients

should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) Instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social worker's concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential

benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of services.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located, and as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic

technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there are a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients' circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker's electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client's informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients

with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal, written, electronic, or physical conduct of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, and services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not

use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in the evaluation of services should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

APPENDIX B

NABSW CODE OF ETHICS

In America today, no Black person, except the selfish or irrational, can claim neutrality in quest for Black liberation nor fail to consider the implications of the events taking place in our society. Given the necessity for committing ourselves to the struggle for freedom, we as Black Americans practicing in the field of social welfare, set forth this statement of ideals and guiding principles.

In a sense of community awareness is a pre-condition to humanitarian acts, then we as Black social workers, must use our knowledge of the Black community, our commitments to its self-determination and our helping skills for the benefit of Black people as we marshal our expertise to improve the quality of life of Black people. Our activities will be guided by our Black consciousness, our determination to protect the security of the Black community, and to serve as advocates to relieve suffering of Black people by any means necessary. Therefore, as Black social workers, we commit ourselves, collectively, to the interests of our Black brethren and as individuals subscribe to the following statements:

- I regard as my primary obligation the welfare of the Black individual, Black family, and Black community, and will engage in action for improving social conditions.
- I give precedence to this mission over my personal interests.
- I adopt the concept of a Black extended family and embrace all Black people as my brothers and sisters, making no distinction between their destiny and my own.
- I hold myself responsible for the quality and extent of service performed by the organization in which I am employed, as it relates to the Black community.
- I accept the responsibility to protect the Black community against unethical and hypocritical practice by any individual or organizations engaged in social welfare activities.
- I stand ready to supplement my paid or professional advocacy with voluntary service in the Black public interest.
- I will consciously use my skills, and my whole being, as an instrument for social change, with particular attention directed to the establishment of Black social institutions.

APPENDIX C

SCHOOL COMMITTEES

The School emphasizes the importance of student participation in policy development, ongoing curriculum development, and participation in the various School committees. Students are encouraged to actively participate in the Student Government Association, other student organizations at the School and University levels, and on the various School Committees:

<u>Committee</u>	<u>Student Representation</u>
A. Curriculum	2 Students
B. Continuing Education	2 Students
C. Health/mental health Area of Practice	2 Students
D. Faculty Committee	1 Student
E. Child and Family Area of Practice	2 Students
F. BSW Program	1 Student
G. Master's Program	1 Student
H. Doctoral Program	1 Student
I. Research Committee	2 Students
J. Practicum	2 Students
K. Student Affairs	2 Students
L. Academic and Practicum Grievance	2 Students

(Presidents of first and second year classes)

The Dean of the School meets monthly with the Executive Committee of the School's Student Government Association for the three program levels. The Dean also conducts formal and informal meetings with the student body of the first and second year classes to update them on matters pertaining to the School and to hear and address any issues or concerns students may have.

APPENDIX D

CLARK ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK NON-DISCRIMINATION POLICY

Clark Atlanta University Whitney M. Young, Jr., School of Social Work does not discriminate in its admission policy, programs, or activities on the basis of race, color, gender, religion, age, creed, national or ethnic origin, disability, political orientation, sexual orientation or disable veteran/Vietnam era veteran status in its educational policies, scholarship and loan programs, other school administered programs, or employment practices and programs.

APPENDIX E

CLARK ATLANTA UNIVERSITY SEXUAL HARASSMENT POLICY

It is the policy of Clark Atlanta University that sexual harassment and discrimination on the basis of gender will not be condoned. (See University Sexual Harassment Policy, Handbook of Academic Policies and Procedures for Graduate Students and Faculty).

APPENDIX F

CLARK ATLANTA UNIVERSITY EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

Clark Atlanta University is an equal opportunity/affirmative action employer. The University provides equal employment opportunities to all faculty, staff, students and applicants without regard to race, color, religion, sex, age, national origin, marital status, mental or physical disability, military or status as a disabled or Vietnam-era veteran in compliance with applicable federal and state laws that pertain to nondiscrimination. Such action shall include, but is not limited to, employment, promotion, demotion, or transfer; recruitment or recruitment advertising; lay-off or separation; rates of pay or other forms of compensation and selection for training programs.

Clark Atlanta University is committed to providing equal educational opportunity for all qualified student applicants and enrolled students without regard to race, sex, religion, color, national origin, age, ancestry, and disability, military, veteran or marital status. This commitment to equal opportunity includes recruitment, admissions, access to and usage of facilities, counseling and testing, financial assistance, placement, and co-curricular programs and activities. (Faculty Handbook; CAU Graduate Catalog).

APPENDIX G

CLARK ATLANTA UNIVERSITY POLICY OF DRUG-FREE ENVIRONMENT

Clark Atlanta University does not permit or condone the illicit or unauthorized possession, use, consumption, sale or distribution of illegal drugs and/or alcohol by its students and employees on its property or as a part of its activities. This policy applies to all full-time and part-time students; and all full-time and part-time permanent and temporary employees, including faculty, administration, all exempt and non-exempt staff and any student employees and interns.

Students who violate this policy will be subject to appropriate disciplinary action consistent with local, state and federal law, which may include counseling, a reprimand and warning, disciplinary probation, suspension, expulsion and referral to the proper law enforcement authorities for prosecution.

Employees who violate this policy will be subject to appropriate disciplinary action consistent with local, state, and federal law, which may include counseling, mandatory participation in an appropriate rehabilitation program, being placed on strict probation, unpaid suspension from employment, termination of employment and referral to the proper law enforcement authorities for prosecution.

All disciplinary procedures and appeals presently applicable to students and employees will continue to be available for violations of this policy.

The purpose of this policy is to produce a workplace and campus environment that discourages the unauthorized or illegal use of drugs and alcohol by student and employees. The University has prepared and made available information that is important for each student and employee to read and understand regarding the legal penalties and the health risks that are associated with alcohol and drug abuse. (Clark Atlanta University Graduate Catalog).

APPENDIX H

CLARK ATLANTA UNIVERSITY CAMPUS CULTURAL CREED

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. “As a member of this scholarly community, I make the following pledge:

1. I will work to promote academic honesty and integrity;
2. I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
3. I will embrace the concept of mutual respect by treating others the way I want them to treat me;
4. I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
5. I will honor and care for the sanctity of my body as the temple of God;
6. I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
7. I will celebrate and contribute to the “spirit of greatness” left by those who preceded me, and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment, which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the **Clark Atlanta University Family**.

APPENDIX I

CLARK ATLANTA UNIVERSITY MISSION, VISION, CORE VALUES

University Mission Statement

Building on its social justice history and heritage, Clark Atlanta University is a culturally diverse, research-intensive, liberal arts institution that prepares and transforms the lives of students. CAU is located in the heart of Atlanta which is the epicenter of the Civil Rights Movement and modern center of emerging technologies and innovation. Ignited by its history, CAU is committed to delivering education that is accessible, relevant, and transformative.

Approved by the Board of Trustees, May 17, 2019

University Vision Statement

Clark Atlanta University will be recognized internationally as a leading research institution of higher education and learning. The University will impact society through global innovation, transformative educational experience, and high-value engagement.

Approved by the Board of Trustees, May 17, 2019

University Core Values

Our university's core values are like a compass, a tool that guides the campus community in navigating uncertainty while keeping the big picture in mind. These values serve as the foundational steps the University will take toward achieving its strategic vision.

"CAU P. R. I. D. E. S. ITSELF ON BEING..."

People-Centric Treat students, colleagues, and broad beneficiaries of our services with professionalism, respect, responsiveness, focused on effective solutions.

Research-Focused, Innovative and Creative Ignite new possibilities in research and advance knowledge of humankind.

Inclusive and Accountable Promote collaboration and unity among students, faculty, and staff to provide a significant contribution are added to the University's body of knowledge.

Diverse and Global Embrace and support all forms of human differences, ideas and perspectives, and our natural environment.

Excellent Commit to high-quality in all we do to achieve our noble cause.

Student-Centered Commit to leveraging our students' experience through teaching, learning, and service.

Approved by the Board of Trustees, May 17, 2019