



Clark Atlanta University

PhD Program

Whitney M. Young, Jr. School of Social Work

2021-2022

PhD Program Handbook

WMYJSSW – Ph.D. Program

223 James P. Brawley Drive, S.W. |

Atlanta, Georgia 30314

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cau.edu

PREFACE

The PhD Program Graduate Student Handbook is designed as an important resource to help students understand and utilize the policies, procedures and programs of the Clark Atlanta University's Whitney M. Young, Jr., School of Social Work. It is the responsibility of every member of the school to familiarize themselves with the contents of this Handbook.

RESERVATION OF RIGHTS: This manual is intended for the guidance of Clark Atlanta University's Whitney M. Young, Jr., School of Social Work students and faculty. The manual sets forth policies, curriculum, and procedures, but the School of Social Work reserves the right to amend this handbook at any time and without notice to reflect modifications in policy, law, or regulation. The manual is not intended and should not be regarded as a contract between the School of Social Work and any student or other person.

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, physical handicap, military or status as a Vietnam 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 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, physical handicap, military or marital status. This commitment to equal opportunity includes recruitment, admission, access to and usage of facilities, counseling and testing, financial assistance, placement and curricular programs and activities.

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

Information regarding safety on campus, including crime statistics, can be found at:

<http://www.cau.edu/public-safety/>

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Dean Welcome!



On behalf of the administration, faculty, staff, current student body, and Ph.D. program alumni, we would like to extend a heartfelt welcome to you from the School of Social Work as you begin your journey of doctoral education. We are all very happy that you have joined this community of scholars as you complete your degree.

Founded in 1983, the Whitney M. Young, Jr., School of Social Work Doctoral Program has produced over 100 Ph.D. graduates, many of whom have gone on to assume positions in academia, leadership roles in federal and state government, and public and private agencies. You are joining a School of Social Work that has a rich history and a notable legacy of producing outstanding social work professionals who have made many contributions to the communities and states in which they reside, as well as the nation and the world. The faculty will encourage you to take full advantage of the teaching, research and scholastic opportunities. We hope that your time with us will be academically challenging, boundary breaking, intellectually stimulating, and personally rewarding.

Jenny L. Jones

Director's Welcome!



Welcome scholars to the Clark Atlanta University Whitney M. Young Jr., School of Social Work PhD Program. The program is designed to prepare individuals who are passionate and determined to become leaders in social work as educators, researchers, and administrators. During the process of moving toward your educational goal of completing the Doctor of Philosophy in Social Work degree, please know that our faculty are supportive of your journey and willing to assist you however we can.

We have worked hard to provide you with accurate information pertaining to a comprehensive array of policies and procedures related to our Ph.D. program. Please note that the policies described in this Handbook do not supersede the official policies of the University's the Office of Graduate Program Handbook. The handbook is intended to orient students to the Policy, Planning and Administration, and Social Science Ph.D. Program. It provides information on those topics most pertinent to students. We recommend that you read and use this handbook as a reference source. We will distribute supplements and changes as they occur.

The provisions of this handbook are not to be regarded as an irrevocable contract between 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 desirable or necessary. I hope your experience in the doctoral program is a rewarding one.

Shonda Lawrence, Ph.D.

Faculty and Staff Directory

| | Office Location | Office #404-880 | Email | Program |
|---|-----------------|--------------------|--|----------------------------------|
| Office of the Dean | | | | |
| Jenny Jones | Dean's suite | 8549 | jjones@cau.edu | Dean |
| Margaret Counts-Spriggs, Associate Professor | Thayer 214 | 8863 | mspriggs@cau.edu | Associate Dean |
| Full-Time Faculty and Department Chairs | | | | |
| Mustapha Alhassan Associate Professor | Thayer 241 | 6732 | malhassan@cau.edu | BSW Program Director |
| Mary Ashong, Assistant Professor | Thayer 224 | 8861 | mashong@cau.edu | BSW |
| Ivis King Assistant Professor | Thayer | 8774 | iking@cau.edu | BSW |
| Joi Showell Associate Professor | Thayer 232 | 6664 | jshowell@cau.edu | MSW Program Director |
| Shena Brown Assistant Professor | | | sbrown@cau.edu | MSW/BSW |
| Nathaniel Currie Assistant Professor | | | ncurrie@cau.edu | MSW |
| Shadonna Davis Assistant Professor | Thayer 240 | 8561 | sdavis1@cau.edu | MSW |
| Kenya Jones, Associate Professor | Thayer 122 | 8093 | kjones1@cau.edu | MSW |
| Youseung Kim, Associate Professor | Thayer 225 | 8449 | Ykim2@cau.edu | MSW |
| William Thomas Lecturer | Thayer 217 | 6616 | wthomas@cau.edu | MSW |
| Corinne Warrenner Associate Professor | Thayer 230 | 8531 | cwarrener@cau.edu | MSW |
| Shonda Lawrence Associate Professor | Thayer 239 | 8091 | slawrence@cau.edu | PhD Program Director |
| Eyitayo Onifade, Associate Professor | Thayer 231 | 6834 | eonifade@cau.edu | PhD |
| Gerry White, Assistant Professor | Thayer 318 | 6905 | gwhite@cau.edu | PhD |
| Darrin E. Wright, Assistant Professor | Thayer 227 | 8553 | dwright@cau.edu | Field Director |
| Cardia Swift BSW Field Coordinator/Lecturer | Thayer 222 | 8791 | crichardson@cau.edu | BSW Field Coordinator |
| Administrative Support Staff | | | | |
| Maria Loftin | Dean's Suite | | mloftin@cau.edu | Executive Assistant |
| Kimberly Kinchen | Reception | 8506 | kkinchen@cau.edu | PhD/ BSW |
| Joanne Bassett | Thayer 219 | 8399 | jbassett@cau.edu | MSW |
| Shantelee Smith | Thayer 227 | 8461 | ssmith1@cau.edu | Field |



Dr. Shonda Lawrence, Associate Professor
Ph.D. Program Director
M.S.: Chicago State University
MSW: University of Illinois at Chicago, Jane Addams College of Social Work
PhD: University of Illinois at Chicago, Jane Addams College of Social Work
Teaching Area: Research, Child Welfare, Social Welfare Policy, and Diversity
Research Area: Child Welfare, Incarcerated Populations, Juvenile Justice, the Impact of Parental Incarceration on Children and Families, and African American Fatherhood



Dr. Eytayo Onifade, Associate Professor
PhD Faculty
MSW: University of Georgia
PhD: Michigan State University
Teaching Area: Social Welfare Policy and Research
Research Area: Restorative Justice, Pedagogy, and Community Development



Dr. Gerry White, Assistant Professor
PhD Faculty
MSW: Clark Atlanta University
PhD: Clark Atlanta University
Teaching Area: Research
Research Area: Understanding factors related to parental participation among African American unmarried fathers.



Dr. Youseung Kim, Associate Professor
MSW/PhD Faculty
MSW: Washington University
PhD: University of Chicago
Teaching Area: Research
Research Area: 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



Dr. Mustapha Alhassan, BSW Program Director, Associate Professor
BSW Program Director
MSW: Washington University
PhD: University of Missouri- Columbia, School of Social Work
Teaching Area: Statistics and Methods of Social Research, Health Disparities, Intro to Social Work, Social Welfare Policy, and Community Based Health Care
Research Area: educational development in Ghana, health disparities, skin color discrimination, human trafficking



Dr. Shena Brown, Assistant Professor
BSW/MSW faculty
MSW: University of Georgia
PhD: University of Georgia
Teaching Area: human Behavior in the Social Environment, Social Work with the Aged, Social Work Practice II, Generalist and Advanced Practice Courses, Field Education, Diversity
Research Area: social work education and practice, racial microaggressions and compassion fatigue among Black social workers, qualitative research methodologies, race-based stressors, mental health and substance use disorders and recovery, professional wellness factors among helping professionals.



Dr. Nathaniel Currie, Assistant Professor
MSW Faculty
MSW: Simmons University
PhD: University of Pennsylvania
Teaching Area: Critical Race Theory, social work practice, diversity, and trauma
Research Area: behavioral health, HIV, LGBTQ issues, and social justice/liberation work



Dr. Shadonna Davis, Assistant Professor
MSW Faculty
MSW: Georgia State University
PhD: Georgia State University
Teaching Area: Theory, Human Behavior, child welfare services, research methods, generalist practice
Research Area: juvenile justice, youth development, behavioral health, and nonprofit and government agencies within the fields of education



Dr. Jenny Jones, Dean, Associate Professor
MSW: California State University, Long Beach
PhD: Clark Atlanta University
Teaching Area: Policy
Research Area: Vulnerable families and quality programing; financial capability and asset building.



Dr. Kenya Jones, Dean, Assistant Professor
MSW Faculty
MSW: Howard University
PhD: Morgan State University
Teaching Area:
Research Area: child welfare, domestic violence, and mentoring relationships.



Dr. Ivis King, Assistant Professor
BSW Faculty
MSW: Georgia State University
PhD: Clark Atlanta University
Teaching Area:
Research Area: Child welfare, parenting education, nonprofit organization development, child welfare policy, and program planning, development and administration, teaching and curriculum development, and the Afrocentric Perspective.



Dr. Joi Showell MSW Director, Associate Professor
MSW Faculty
MSW: Clark Atlanta University
PhD: Clark Atlanta University
Teaching Area: Practice and trauma informed care
Research Area: 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. Margaret Count-Spriggs, Associate Dean, Associate Professor
MSW: Atlanta University
PhD: Clark Atlanta University
Teaching Area: HBSE/Generalist Practice
Research Area: Mental Health, Health & Gerontology



Dr. Corinne Warrenner, Associate Professor
MSW Faculty
MSW: Rutgers University
PhD: Rutgers University
Teaching Area:
Research Area: perpetration of violence, financial abuse, economic disadvantages of divorced/separated women



Dr. Darrin Wright, Field Director, Associate Professor
MSW Faculty
MSW: Columbia University
PhD: Clark Atlanta University
Teaching Area: Field Instruction
Research Area: Afrocentric Perspective



Ms. Kimberly Kinchen
BS: Public Health
BSW/PhD Senior Staff Assistant

Clark Atlanta University

Clark Atlanta University was formed in July 1988 through the consolidation of Clark College (1865) and Atlanta University (1865). The University is a private, non-profit institution located in Atlanta, Georgia. 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.

Clark Atlanta 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.

Clark Atlanta 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 experiences, and high-value engagement.

Clark Atlanta University Disability Statement

Clark Atlanta University is committed to providing students with a documented disability an equal opportunity to pursue a college education. Efforts will be made to meet requests for reasonable accommodations for those eligible under the Americans with Disabilities Act (ADA) of 2008, the Rehabilitation Act of 1973 and Section 504. Students with disabilities are encouraged to contact the Office of Counseling and Disability Services at (404-880-8044) located on the 3rd floor of Trevor Arnett Hall to discuss accommodations. Once reasonable accommodations are determined, it is the student's responsibility to present the Letter of Accommodation from The Office of Counseling and Disability Services to their professors.

Clark Atlanta University Title IX & Clery Policy

Sexual, gender, or any other type of harassment is not tolerated at CAU. CAU complies with federal law to provide appropriate and timely assistance to any student who has experienced or is experiencing any type of discriminatory or sexually harassing actions by any other student, faculty or staff, or any other persons on campus for any reason (such as various typical providers of services to the university that are not housed on campus or employed by CAU). This policy is detailed at the following website: <https://www.cau.edu/public-safety/2019-CAU-Annual-Security-and-Fire-Safety-Report.pdf>

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 and CAU Graduate Catalog).

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).

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.
8. 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.”

Clark Atlanta University Non-Discrimination Policy

Clark Atlanta University does not discriminate on the basis of race, color, national and ethnic origin, sex in its educational programs and activities and is required under Title IX of the Education Requirements of 1972 and impending regulations not to discriminate in such a manner. The prohibited sex discrimination covers sexual misconduct including but not limited to sexual harassment and sexual violence and extends to employment in and admission to such programs and activities. Inquiries regarding the application of Title IX may be referred to the university’s Title IX Coordinator and the Chief People Officer.

WMYJSSW, School of Social Work

Clark Atlanta University, 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 charter member. The Clark Atlanta University Whitney M. Young, Jr., School of Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE) and has maintained its accreditation since 1952. The School has the distinction of being the “**first**” historically black school of social work in the world.

The School offers three degree granting programs, the Bachelor of Social Work (BSW), the Master of Social Work (MSW), and the Doctor of Philosophy (PhD). The School has the distinction of being the oldest historically black school of social work in the world. The School expresses through its mission, program goals and objectives the mandate of the Clark Atlanta University Mottos, “**I’ll Find a Way or Make One**”, and “**Culture for Service**”. 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.

The School is committed to the core values of the profession, including the promotion of social justice; a responsibility to serve oppressed at-risk members of society; a strong commitment to eliminating

Clark Atlanta University- Whitney M. Young, Jr., School of Social Work, Social Work Policy, Planning and Administration, and Social Science PhD Program

inequality and oppression based on race, gender, age, class, sexual orientation, and disability; appreciation of individual and cultural diversity; client rights to self-determination; the capacity of clients to grow and change; and the responsible application of professional values and ethics in practice. The School maintains relationships of mutual respect with alumni, affiliated agencies, organizations and institutions, as well as local, state and national governmental entities and professional human and civil rights organizations.

The School expresses through its mission, program goals and objectives the mandate of Clark Atlanta University's Motto, "Culture for Service." 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.

Mission Statement

The mission of Whitney M. Young Jr. School of Social Work is to prepare social work professionals, practitioners and leaders with knowledge, skills, and abilities to address culturally diverse human and social issues locally, nationally, and internationally.

Vision Statement

Whitney M. Young Jr. School of Social Work will provide relevant social work programs, practice and research that will empower and sustain social work professionals to serve diverse populations in a variety of settings.

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 Council on Social Work Education is the only body sanctioned to monitor social work educational programs to ensure that they meet minimal standards for the profession.

The Afrocentric Perspective

The Afrocentric Perspective is a culturally grounded social work practice-based model that affirms, codifies, and integrates common cultural experiences, values, and interpretations that cut across people of African descent. The Perspective encompasses the intersectionality of race, and other societal factors such as gender, ethnicity, social class, ability status and sexual orientation. Further, the Perspective acknowledges African cultural resiliency as a foundation to help social work practitioners solve pressing social problems that diminish human potential and preclude positive social change. Thus, Afrocentric social work practice as a pedagogy imbedded within the Whitney M. Young Jr. School of Social Work Programs, endeavors to prepare our students to address specific psychological, social, spiritual, and economic problems experienced by people of African descent and to address problems confronted by all people.

Leveraging its distinctive history, Clark Atlanta University is an urban research university that transforms the lives of students and their communities by preparing citizen leaders to be problem-solvers through innovative learning programs; supportive interactions with faculty, staff, and students; exemplary scholarship; and purposeful service.

Clark Atlanta University will increasingly become a dynamic 21st century research university of choice for a diverse student body with enhanced student enrollment yields, success and global marketability.

The mission of the Whitney M. Young Jr. School of Social Work congruent with the University's mission is to prepare social work professionals, practitioners and leaders with knowledge, skills and abilities to address culturally diverse human and social issues locally, nationally and globally.

Key terms:

Culturally Grounded social work practice: The combination and utilization of cultural sensitivity and cultural competence in social work practice.

Intersectionality: The examination of how two or more social constructions of oppression and/or privilege intersect to shape people's social environment and cumulative lived experiences.

Spiritual: In social work practice this area of assessment and intervention seeks to understand a client's sense of self, sense of meaning and purpose, in an attempt to offer solutions to better manage life challenges.

Adopted by faculty by unanimous vote of 15 for non against on November 30, 2017

WMYJSSW, Social Work Policy, Planning and Administration, and Social Science PhD Program

The Clark Atlanta University, Whitney M. Young, Jr. School of Social Work, Policy Planning, Administration and Social Science PhD program was established in 1983 at Atlanta University. Clark College and Atlanta University consolidated July 1, 1988 and became Clark Atlanta University.

Mission Statement

The mission of the Doctor of Philosophy Degree Program is to prepare students for Scholar-Activism in community organizing, social welfare policy, and human service administration.

Vision Statement

The vision of the Doctor of Philosophy Degree Program is to be globally recognized as the institution of choice for producing social policy practitioners, leaders of human service organizations, and scholar-activists.

Group for the Advancement of Doctoral Education (GADE)

The PhD Program is a member of the Group for the Advancement of Doctoral Education (GADE) that sets the standards for doctoral education, www.gadephd.org. The Group for the Advancement of Doctoral Education in Social Work is an organization made up of over 80 social work doctoral program directors worldwide that represent their member Universities. Founded in the late 1970s, GADE primary purpose is to promote excellence in doctoral education in social work, especially through networking, information sharing and advocacy.

Non-Discrimination Policy

Ph.D. 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 Vietnam 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.

Professional Organizations

The School encourages active involvement of doctoral students in professional organizations and participation in workshops, seminars, and annual conferences. As you move to the next level of your professional education, we encourage you to become involved in at least one major professional organization such as the National Association of Social Workers (NASW), the National Association of Black Social Workers (NABSW), Council on Social Work Education (CSWE), or the Society for Social Work Research (SSWR). Participation in these professional organizations will complement your academics and enhance your professional development.

Students are strongly encouraged to hold membership in these organizations and are encouraged to be active in the local chapters. 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. Any activities representing the School should be submitted to the PhD Program Director/ Chair, Associate Dean, and the Dean.

Program Overview

The **Policy, Planning and Administration, and Social Science Doctor of Philosophy Degree in Social Work** prepares individuals for careers in teaching, research, social welfare policy analysis, human service leadership, and organizational development. The program seeks to increase the number of African Americans and other underrepresented ethnic minority social work leaders at the doctoral level.

The purpose of the program is to implement a set of interdisciplinary teaching and learning experiences that will lead to the development of competent and motivated leaders in the global human enterprise. The program provides educational content in two areas: 1) core courses in social policy, human service management/administration, organizational development, and research methods and statistics; and 2) courses in a cognate area that students select from the graduate schools within the University.

Program Goals

1. To educate a diverse student population committed to the search for solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression while preserving the heritage of African American people
2. To ensure through all teaching and research experiences the core values and ethics of the profession, including the promotion of social justice, a responsibility to serve the oppressed and at-risk members of society. Further, to develop a strong commitment to fight inequality and oppression based on race, gender, age, class, sexual orientation, and disability rooted in ones' capacity to grow and change.
3. To enhance the role of research with an improved research infrastructure that acknowledges the contributions to mankind that could be made by increasing the number of graduates of color, who obtain doctoral degrees.
4. To develop seamless partnerships with governmental agencies at all levels and the corporate community, both profit and non-profit, for the purpose of creating long-term sustainable funding opportunities for the School
5. To enhance and provide services to meet the social service needs of the community by maintaining ongoing linkages with other local, regional, national and international organizations, institutions, and governmental entities.

Program Objectives

Prepare students for careers in teaching, research, social policy analysis and leadership of human service organizations.

1. Educate a diverse student population committed to the search for solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression while preserving the heritage of African American people.
2. Ensure through all teaching experiences the core values and ethics of the profession; the promotion of social justice; a responsibility to serve the oppressed and at-risk members of society; and a strong commitment to fight inequality and oppression.
3. Promote the role of research that acknowledges the contributions to humanity.\
4. Provide opportunities for students to engage in policy analysis that will enhance services to those who are oppressed.

Student Learning Outcomes

Students pursuing the Doctor of Philosophy Degree in Social Work will:

- 1.) Apply social work policies and practices in planning, program administration, and evaluation of government and/or social service organizations at local, national and international levels that promote social justice.
- 2.) Identify and effectively communicate solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression.
- 3.) Create and implement social service programs to meet the needs of diverse populations.
- 4.) Integrate the Afrocentric Perspective into research to promote best practices in social work education, policy, and practice.
- 5.) Demonstrate proficiency and cultural competence as social work educators.

Admissions Requirements

Priority Admission Application Deadline: November 1

General Admission Application Deadline: February 1

Admissions information can be found on the Whitney M. Young Jr., School of Social Work website SocialWorkPhDProgram@cau.edu, or you may contact or visit the school at 223 James P. Brawley Drive, SW, Atlanta, Georgia 30314, (404) 880-8399. Application for admission is made to:

Office of Graduate Admissions, 223 James P. Brawley Drive, SW, Atlanta Georgia 30314, (404) 880-8765. Please visit the website for direction for completing the application at GraduateAdmissions@cau.edu

In addition to University Graduate Admissions Requirements as published in the Catalog, applicants for the **Social Work Policy Planning Administration and Social Science Doctor of Philosophy Degree Program** must have:

- GPA 3.3 or higher
- The Master of Social Work Degree from a school accredited by the Council on Social Work Education (CSWE)
- Official transcript from all colleges and universities attended.
- Graduate Record Examination (GRE) scores taken within the last five (5) years.
- Three (3) references from professional persons who can attest to ability to complete a doctoral program in social work. References must include at least one graduate professor or professional supervisor.
- A Personal Statement clearly presenting the relevance of their professional experience in Social Work to their career objectives, including how the program focus of Social Work Policy Planning Administration and Social Science will prepare the applicant to meet these objectives and a reflection of how their research interests align with the school's mission of social justice (3-5 pages).
- A writing sample that clearly communicates the applicant's potential for integrative and critical thinking, the ability to appropriately use the literature (paraphrasing arguments, synthesis of ideas, citation practices utilizing APA) and an advanced ability to present a clear, logical and a compelling written product (published article, chapter, book, master's thesis, unpublished research report, conference presentation, term paper written in a graduate course, training manual, grant application, legislative testimony).
- Curriculum Vitae/Resume
- Completed a minimum of two (2) years of professional experience in Social Work.

Only those applicants whose qualifications meet our minimum requirements and who have complete application files will be considered for admission. If you meet or exceed these requirements, we encourage you to continue with the application process. However, please keep in mind that meeting these requirements does not guarantee admission, only admission consideration. The admissions process is limited and competitive.

International Students

Clark Atlanta University encourages enrollment of students from other countries. In addition to meeting the regular requirements for admission, the applicant must receive a minimum score of 500 on the paper examination or 173 on 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.

Degree Requirement

In addition to the General Degree Requirements as presented in the Clark Atlanta University Graduate Catalog (link to catalog), students pursuing the Ph.D. in Social Work: Policy Planning Administration Social Science must complete a minimum of seventy-two credits, including core courses, cognate courses, elective courses, and dissertation research.

I. Course Requirements

Core Course: 33 Credits

Required courses during the first and second years include social work administration theory, organizational development, policy, research methods, and statistics. The third year is primarily devoted to the completion of cognate and elective courses. After all course work is satisfactorily completed, students must complete qualifying examinations prior to enrolling in dissertation research. Transfer courses must be approved by the Program Director and Associate Dean.

CSSW 900 Historical Analysis of Social Welfare and Professional Social Work (3)

CSSW 901 Social Welfare and Professional Social Work Policy Planning and Development (3)

CSSW 910 Research Methods (3)

CSSW 911 Descriptive and Inferential Statistics (3)

CSSW 912 Evaluate Research and Multivariate Statistics (3)

CSSW 913 Doctoral Seminar I (3)

CSSW 914 Doctoral Seminar II (3)

CSSW 920 Organizational Development (3)

CSSW 921 Planned Change in Complex Organizations (3) **CSSW 930**

Critical Analysis of Managerial Theories (3) **CSSW 931** Administration in

Human Service Organizations (3) **CSSW 995** Dissertation Research (12)

CSSW 996 Dissertation Consultation (1) *

**Required only for the student who has completed 12 hours of Dissertation Research but has minor corrections to make.*

Cognate Course: 9 Credits

Cognate course are courses other than social work that individually and collectively enhance the depth of understanding of the student's chosen research area and or area of interest. These are graduate-level courses from other disciplines within the University or at another accredited institution of higher learning. Cognate courses expose the students to interdisciplinary training. Students choose cognates under the advisement of the major professor and with the approval of the student's Doctoral Advisory Committee (DAC).

Electives: 9 Credits

While students have the freedom and flexibility to choose whatever electives they prefer (across any relevant discipline), they are encouraged to consider those courses that best compliment their cognate area.

I. Comprehensive Examination

Upon completion of 33 semester credit hours of core course work, students are eligible to take the comprehensive examination. This examination, constructed

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by the PhD Program faculty, assesses the students' knowledge of research methods, statistical analysis, policy, administration, and theoretical framework.

Oral Prospectus

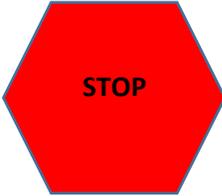
- II. **Dissertation (12) Credits**
- III. **Dissertation Defense**

Comprehensive Examination Policy and Procedures

Comprehensive examinations will be due March 1. You will receive a letter confirming your eligibility to take the examination. Along with the letter you will receive a reading list for each of the areas of policy, research, history, organizations, and the Afrocentric Perspective. The process will be conducted as follows:

1. The student will receive a Letter of Eligibility and reading lists November 20.
2. The student will receive the examination February 1.
3. The student will have 30 days from the first day of classes (February 1) to complete the examination.
4. The student will electronically submit the completed examination electronically to the Administrative Assistant for the Ph.D. program by March 2.
5. Faculty will receive the examination for review. Faculty will have 30 days to complete grading.
6. Students will receive final grades of PASS or FAIL for each of the areas by April 8.
7. Students who fail a section or all areas of the comprehensive exam must engage in a required consultation with the faculty responsible for the areas of the examination failed prior to retaking the examination. After the required consultation, the student will be allowed to take the examination a second time.
8. In the event the student fails a second time, the student may be dismissed from the program. The student may submit a written petition asking for permission to take the examination for a third time to the program director. The petition must include an explanation of extenuating circumstances related poor performance on the examination. If the petition is approved by the program director, the student will be allowed to sit for the examination. If the petition is not approved, it will be forwarded to the School's Academic Standards Committee for further review. If the petition is not approved by the Academic Standards Committee, it will then be reviewed by the Dean. If the petition is not approved by the Dean, the student will be dismissed from the program.
9. All retakes of the examination will be completed within 60 days of notice of the failed examination section(s) or 60 days after approval of third retake of the examination. All records of PASS/FAIL and copies of the comprehensive examination(s) will be entered into the student's file.

Chart I. Comprehensive Exam Decision Chart

| Take Comprehensive Exam | PASS | FAIL | FAIL 2nd Time |
|--|---|--|--|
| <p>Students will receive final grades of PASS or FAIL for each of the areas.</p>  | <p>Student will move on to select their Dissertation Committee.</p> <p>Student MUST apply for PhD candidacy by completing the dissertation candidacy application.</p> | <p>-Student engage in a required consultation with the faculty responsible for the areas of the examination failed prior to retaking the examination.</p> <p>-After the required consultation, the student will be allowed to take the examination a second time.</p>  | <p>-In the event a student fails their comprehensive exam a second time, the student may submit a petition to program director to take exam a third time.</p> <p>-If approved, student may sit for exam a third time.</p> <p>-If denied, petition will move to School's Academic Standards Committee</p> <p>-If denied by School's Academic Standard's Committee, petition will be reviewed by School Dean</p> <p>-If denied by School Dean, the student will be dismissed from the program.</p> |

Plan of Study

During matriculation students must be continuously enrolled at the Whitney M. Young, Jr., School of Social Work. Any lapse in enrollment will require the student to apply for re-admission to the degree program. The following is a plan of study for the Ph.D. in Social Work: Policy, Planning and Administration, and Social Science.

Year One

Fall Semester: 9 credits

CSSW 900, Historical Analysis of Social Welfare and Professional Social Work (3)
CSSW 910, Research Methods (3)
CSSW 913, Doctoral Seminar I

Spring Semesters: 9 Credits

CSSW 901, Social Welfare and Professional Social Work Policy Planning and Development (3)
CSSW 911, Descriptive and Inferential Statistics (3)
CSSW 914, Doctoral Seminar II

Year Two

Fall Semester: 9 Credits

CSSW 912, Evaluative Research and Multivariate Statistics (3)
CSSW 920, Organizational Development (3)
CSSW 930, Critical Analysis of Managerial Theories (3)

Spring Semester: 6 Credits

CSSW 921, Planned Change in Complex Organizations (3)
CSSW 931, Administration in Human Service Organizations (3)
Comprehensive Exam

Year Three

Fall Semester: 9 Credits Hours of COGNATE COURSES

Spring Semester: 9 Credit Hours of ELECTIVES

Dissertation Research: Total 12 Credits*

CSSW 995, Dissertation Research

Dissertation Consultation: Total 1 Credit*

CSSW 996, Dissertation Consultation

**Students enroll in Dissertation Research after completing core courses, cognate courses, elective courses, and passing the Qualifying Exam. A petition to enroll in Dissertation Research may be considered for students rewriting one section of the Qualifying Exam. The course is offered as a 3-hour course. 6-hours may be taken to fulfill degree requirements and with the approval of the Dissertation Chair and PhD Director.*

Course Descriptions

CSSW 900: Historical Analysis of Social Welfare and Professional Social Welfare Practice (3 Credits)

This course examines concepts, ideas/issues and theoretical approaches utilized in the study of social welfare policies in the United States and globally. A variety of theoretical approaches and perspectives are utilized to understand the rationale behind social welfare policies and how these policies impact the profession of Social Work in the United States. Within this framework, philosophical themes of European/Anglo American culture will be examined to demonstrate its influence on the character of social welfare and social work in the United States. The School of Social Work affirms an Afrocentric perspective and gives primary attention to the contributions, struggles, experiences, and victories of African Americans within the context of American social welfare history.

CSSW 901: Social Welfare and Professional Social Work Policy Planning and Development (3 Credits)

This course creates awareness of sequential policy development on several levels, as well as fosters understanding of administration procedures, techniques and interventions that may be employed in the implementation of policies and programs. The primary objective of the course is to enable students to understand the central issues involved in the formulation, implementation, and evaluation of social policies in the United States.

CSSW 910: Research Methodology (3 Credits)

This is the first of three research courses in the Ph.D. program. This course provides general instruction in the assumptions, underlying logic, and methods of social work research. This course focuses on phases of research process, data collection, the criteria that determine the select method, understanding of the strengths and limitations of the various methods, and understanding the relevance of research methods for social work practice, administration, and social science. This course is a prerequisite for *CSSW 911 Descriptive and Inferential Statistics*.

CSSW 911 Descriptive and Inferential Statistics (3 Credits)

This course provides an in-depth understanding of descriptive and inferential statistics that enable students to master the procedures of statistical analysis as used in the field of social work. The course will instruct students in appropriate use of statistical software to analyze data in a wide variety of applied research settings. This course is a prerequisite for *CSSW 912 Multivariate Statistics*.

CSSW 912 Multivariate Statistics (3 Credits)

This course provides instruction in utilizing multivariate statistical analyses with application to social work interventions. This course emphasizes applied regression analysis and related multivariate methods. Linear regression will be covered in depth, including regression assumptions, model specification, diagnostics, and interactions (moderation) effects. This course will rely on statistical software in analyzing and interpreting social science data.

CSSW 913: Doctoral Seminar I (3 Credits)

This course explores the current trends in the field of social work administration, planning and research. This course is designed to further the socialization of students to the Ph.D. program, its aims, and objectives and to provide opportunities for students to explore, discuss and develop a research agenda.

CSSW 914: Doctoral Seminar II (3 Credits)

This course is a continuation of Doctoral Seminar I. This course explores the current trends in the field of social work administration, planning and research. This course is designed to further the socialization of

students to the Ph.D. program, its aims, and objectives and to provide opportunities for students to explore, discuss and develop a research agenda.

CSSW 920: Organizational Development (3 Credits)

This course examines the major components of organization development and design: the evolution of organization development, the nature of change, and how to effectively manage and implement change in organizations. An in-depth discussion of the OD process will familiarize the student with the process of contracting, data gathering, diagnosis, giving feedback, conducting interventions, and evaluating results. Considering the advantages and disadvantages of each, different options for structuring organizations and how to implement an organizational design change will be discussed.

CSSW 921: Planned Change in Complex Organizations (3 Credits)

This course covers the primary content and substance of organization change. The content/substance includes theory, models and frameworks, research studies, and related concepts that influence the practice of organization change. The course will examine how the practice of organization changes influences theory, models, research, and concepts. Students will also examine individual behavior, group behavior, organizational structure, and organizational processes through the lens of critical thinking. Students will learn to analyze behavior patterns and assess consequences to predictive paths.

CSSW 930: Critique and Analysis of Managerial Theories (3 Credits)

This course provides a critique and analysis of various administrative, leadership and managerial theories, principles and concepts. It establishes a framework for assessing the potential applicability of selected managerial theories in non-profit and for profit social and human service agencies. This course prepares students to analyze, select and apply leadership theories, principles, and concepts, and establishes a framework for assessing their applicability in human service organizations. Many of the existing managerial leadership theories can contribute significantly to the formal preparation of current and future managerial leaders. Topics include leadership, motivation, communication, power and politics, ethics, diversity, and organizational culture and change. There will be a focus on African centered principles and theories of leadership through a review African leadership styles.

CSSW 931: Administration in Human Service Organizations (3 Credits)

This course builds on CSSW 930 and is designed to help students strengthen their managerial skills and acquire new skills that will enable them to function more competently as managers, and administrators of human service organizations.

CSSW 995: Doctoral Dissertation (3-6 Credits)

This course is taken during the time needed to complete 12 hours of Dissertation. The course is offered as a 3- or 6-hour courses. The 6-hour option is subject to the approval of the Dissertation Chair and PhD Program Director. This course only focus is dissertation writing, under the direction of a major professor, including presentation of the prospectus. *Repeatable for a maximum of 12 credits*

CSSW 996: Doctoral Dissertation Consultation

This course is required only for the students who have completed 12 hours of Dissertation Research and defended their dissertations but have minor corrections to make. Doctoral Dissertation Consultation can only be taken with permission from the Ph.D. Director.

**Clark Atlanta University- Whitney M. Young, Jr., School of Social Work, Social Work
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| YEAR ONE | | |
|---------------------------|---|--------------------|
| First Semester | | 9 Credits |
| CSSW 900 | Historical Analysis of Social Welfare and Professional Social Work | 3 |
| CSSW 910 | Research Methodology | 3 |
| CSSW 913 | Doctoral Seminar I | 3 |
| Second Semester | | 9 Credits |
| CSSW 901 | Social Welfare and Professional Social Work Policy Planning and Development | 3 |
| CSSW 911 | Descriptive and Inferential Statistics | 3 |
| CSSW 914 | Doctoral Seminar II | 3 |
| YEAR TWO | | |
| First Semester | | 9 Credits |
| CSSW 912 | Evaluative Research and Multivariate Statistics | 3 |
| CSSW 920 | Organizational Development | 3 |
| CSSW 930 | Critique and Analysis of Managerial Theories | 3 |
| Second Semester | | 6 Credits |
| CSSW 921 | Planned Change in Complex Organizations | 3 |
| CSSW 931 | Administration in Human Service Organizations | 3 |
| | (Comprehensive Exams) | |
| YEAR THREE | | |
| First Semester | | 9 Credits |
| ----- | Cognate Course I | 3 |
| ----- | Cognate Course II | 3 |
| ----- | Cognate III | 3 |
| Second Semester | | 9 Credits |
| ----- | Elective | 3 |
| ----- | Elective | 3 |
| ----- | Elective | 3 |
| YEAR FOUR | | |
| CSSW 995 | Dissertation Research | 12 Credits |
| CSSW 996 | Dissertation Consultation | 1 Credit |
| SUMMARY OF COURSES | | TOTAL HOURS |
| Core Curriculum | | 33 |
| Cognate Studies | | 9 |
| Electives | | 9 |
| Dissertation | | 12 |
| Total Hours | | 63 |

Academic Standards

Faculty Responsibilities/Expectations

Faculty Support- Social work students have the right to receive faculty support to maximize academic potential. Accordingly, students have the right to expect social work faculty members to 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.

It is expected that:

- Students will be provided 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.
- Students will be encouraged to utilize the Atlanta University Center Robert W. Woodruff Library and other college and university libraries in the area.
- Faculty will be fair, impartial, and constructive in evaluating a student's academic performance.
- Faculty will return student papers, assignments, and examinations in a timely manner and with appropriate constructive comments.
- Chair/committee members will provide dissertation draft feedback within a two-week period after consultation meeting with student.
- Faculty will post and keep regularly scheduled office hours.
- Faculty will encourage constructive criticism and recommendations from students about how courses can be improved as part of the semester evaluation of each course.
- Faculty will always treat students with respect; and
- Faculty will advise students in advance, when possible, of cancellation of any class.

Advising- Each student enrolled in the graduate social work program can actively participate in their 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.

CAU Progress Report and Plan- PhD students are expected to make continuous and satisfactory progress towards fulfilling their degree requirements. Upon successful completion of the Dissertation Proposal Examination. PhD students will submit yearly progress reports and should meet at least once a year with their dissertation committee.

Student Responsibilities/Expectations

- Attend orientation and become familiar with graduate 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 must leave early.
- Complete and submit all course assignments by the date(s) designated.
- Submit dissertation drafts to Chair/committee members two weeks prior to consultation meeting with members.
- 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 always.

Mandatory Orientation- All entering students are required to attend orientation for the Ph.D. of Social Work Program.

Ethics- Students are responsible for conducting themselves in a manner consistent with the ethical principles and standards of 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, and the Ph.D. Program Student Handbook.

Student Responsibility- 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 Ph.D. 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 Ph.D. 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 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).

Grading Policies

The minimum standard for graduate work leading to a degree is a GPA of 3.0 or a "B" average. The grade scale for graduate courses is 4.0-A, 3.0-B, 2.0-C, below 2.0-F. Passing (P) may be assigned to courses which are not included in hours required for graduation.

- 1.) **Course Repetition.** A course may be repeated only one time. This limitation does not apply to courses designated as "Directed Study," "Independent Study," "Dissertation Consultation" and "Dissertation Research," or courses designated by departments for sequential or variable content. Directed Study and Independent Study courses may specify subject matter on the students' transcript if officially identified to the Office of Records and Registration at the time of registration (when several students have the same subject) or when the grade roster is submitted by the instructor (if each student has a significantly distinct subject). (An advisor, academic affairs committee, or dean may authorize the repetition of more than two courses under special circumstances reported to the Office of the Registrar.)
- 2.) **Procedure for Assigning the Grade I.** The Grade "I" will be assigned to courses that occur during the required posting of grades in Banner. A Change of Grade Form will be submitted before the start of the next course in the sequence provided the student has satisfied the outstanding requirements. The faculty member must submit to the department director/chair a statement stipulating why the "I" is given. If the "I" is not changed by the faculty member within one year, the Office of Records and Registration will change the "I" to "F". The grade cannot be changed after this point.
- 3.) **Good Academic Standing-** A student must maintain a cumulative grade point average of 3.0 to be considered in good academic standing. A student whose cumulative grade point average falls below 3.00 is placed on academic probation in the following semester of enrollment. If a full-time student earns all Cs or below in any one semester, and the cumulative grade point average falls below 3.0, the student will automatically be dismissed from the University.
- 4.) **Financial Aid Eligibility-** To maintain satisfactory academic progress for financial aid eligibility, a student must maintain a cumulative GPA of 3.0. A student failing to meet this grade requirement remains in satisfactory academic status for financial aid during the immediate/following semester in which the cumulative GPA of 3.0 must be earned. After this semester, if dismissal is successfully appealed, the readmitted student retains eligibility for financial aid as long as the conditions of readmission are met.
- 5.) **Satisfactory Progress:** A student who is in good academic standing in the one semester of probation is considered to be making satisfactory academic progress. The number of credit hours attempted or completed, are not determinants of satisfactory progress. (However, any student who has a cumulative record of withdrawals and unresolved "Incomplete" grades from half of his/her registered courses are not making satisfactory academic progress, is ineligible for financial aid, and is subject to dismissal.)

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 evidence by occasionally contributing to the class, assumes responsibility in group activities, is prepared for class as evidence 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 evidence 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”**.

“P” Pass: The grade of **“P”** is used upon completion of the dissertation or the conceptual paper requirement.

“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 Chair of the Ph.D. 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.

“IP” In Progress: The grade **“IP”** (In Progress) is given to a student who has not completed the thesis or conceptual paper. These students must register for and complete the dissertation the following semester or in subsequent semesters. The **“IP”** grade is changed to the grade earned once the dissertation is completed. All requirements for the Ph.D. degree must be completed within ten (10) years of the beginning date of matriculation. Students required to enter the armed services may be give a grace period equivalent to the length of time spent in the armed services.

“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’ Registrar Office, is the GPA used by the School.

Administrative Policies and Procedures

Withdrawal

Any student who is considering withdrawing from the School must consult with his/her Educational Advisor first. Following this discussion, 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 Registrar’s Office. The student must secure the appropriate signatures, specified on the Withdrawal Form, and return the Form to the University Registrar’s Office. A signed copy with appropriate signatures must be submitted to the Ph.D. Program Director/Chair. Students should review the University Catalog regarding tuition refund.

Readmission

A student who has withdrawn from the Ph.D. Program is not automatically readmitted. An application for readmission must be obtained from the Graduate Office of Admissions and returned to that office. The materials will be submitted to the Ph.D. Program Director/ Chair from the Graduate Office of Admission. The Director/Chair, upon reviewing the material, may request a statement from the student covering only the period of time between the withdrawal from the school and the new application for readmission. The Ph.D. 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 and the student’s readmission statement. The Admissions Committee will determine the student’s status to include courses that will be granted credit and courses that must be taken in light of the Program’s current curriculum. Students who have been terminated from the program shall not be considered for readmission for three (3) years from the date of termination.

Statutes of Limitation: Courses completed more than ten (10) years prior to transferring to Clark Atlanta University will not be accepted.

Expiration of Credits: When ten (10) years have elapsed since the date of initial enrollment at the University or any other college or university, requirements for the degree must be modified consistent with any changes in the degree program.

If the student wishes to continue the pursuit of a degree, he/she must reapply for admission and all expired credits must be repeated. The student has the right to petition the Graduate Council of the Academic Council (GCAC) at least two (2) academic terms prior to the date of expiration of credits in order to extend the credits for up to one (1) calendar year. The student must provide written justification and supporting documentation for the extension of the credits and must forward the petition to the Office of the Dean of Graduate Studies. The recommendation of the Committee on Academic Standards and Standing will be sent to the Academic Council for the final decision.

After a student has completed ten years of matriculation including any approved extension, eligibility for enrollment will expire. The student will not be permitted to continue at the University as a graduate degree-seeking student. The student's record, however, is not expunged, and all credits remain on the student's transcript.

Leave of Absence

A student whose academic performance is 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 Director/Chair of the Ph.D. 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 courses. 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, Ph.D. Program Director/Chair 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

A student may petition the program director/chair or Associate 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.

Academic Dismissal/Termination and Grievance/Appeal

Academic Dismissal

Any of the following situations will result in the academic dismissal of students enrolled in the Ph.D. Program:

- All forms of dishonesty including plagiarism, (See University Graduate Student Handbook and University Graduate Catalog, pp. 45-46).
- Furnishing false information to the School
- Receiving more than two "C" grades for a graduate course
- Receiving the grade "F" in any graduate course.

Termination for Nonacademic 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 ethical behavior is deemed unsatisfactory, or whose personal or professional conduct renders them an undesirable member of the School community.

Students are expected to maintain high academic and professional standing in the classroom. Classroom attendance and participation and compliance with due dates for written assignments are among these standards. These standards are part of the Ph.D. 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.

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

- 1.) All forms of dishonesty including plagiarism, (See University Graduate Student Handbook and University Graduate Catalog), furnishing false information to the School.
- 2.) Use of drugs on the University premises (See University policy regarding Drug Use in the University Catalog and Graduate Student Handbook).
- 3.) Physical abuse of, or threat of physical abuse to any person at the University or at University sponsored or supervised function (See University Graduate Student Handbook).
- 4.) Habitual tardiness to class, meetings demonstrating little or no evidence of professional responsibility.
- 5.) Impaired judgment, decision-making, or problem solving in one's personal life.
- 6.) Inappropriate or disruptive behavior toward colleagues, faculty, staff or peers.
- 7.) Incongruence with the values, ethics, and beliefs of the social work profession.
- 8.) Personal problems that include personal or emotional difficulties that consistently and significantly interfere with learning.
- 9.) Behaviors that raise questions regarding the student's motivation, academic preparedness and/or suitability for a career in social work.
- 10.) Violation of the NASW Code of Ethics.

Academic Grievances and Appeals

Students may file a grievance for academic reasons. Students have a right to due process appeal within the WMYJSSW. The Ph.D. Academic Grievance Committee will review grievances for the Ph.D. Program. Academic Grievance by a student can lead to a meeting with the Ph.D. / Academic Grievance Committee.

Course Work

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 an academic issue 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 Director of the Doctoral Program.
- 2.) The Director of the Doctoral Program 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 Director, the issue is considered to be resolved. A written statement to this effect by the Director 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 Director of the Doctoral Program 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, she or he can submit a written statement to the Chair of the Doctoral Academic Grievance Committee.
- 4.) In matters pertaining to academic concerns, the Ph.D. Academic Grievance Committee will consist of a Ph.D. faculty member, two doctoral student representatives, and two faculty members appointed by the Associate Dean. The Ph.D. Program faculty member will serve as Chair of the Committee for academic matters. During the grievance hearing, the Ph.D. student involved can invite a social work faculty member of their choice and a Ph.D. student of their choice. The student, faculty and Ph.D. student representative selected by the student can present their views regarding the educational issues involved but cannot vote. Thus, the student, faculty, and student representative, must leave the meeting prior to deliberation.
- 5.) The Committee will review documentation and testimony provided by witnesses during the hearing. The discussion will include committee members only and will not include the student and faculty representatives selected by the Ph.D. student. The Committee Chair provides the Committee's decision to the student verbally following the meeting and in writing no later than seven (7) working days following the meeting. The Committee has as its mission the resolution of the issue(s) presented.

After receipt of the Committee's decision, if the student remains dissatisfied, an appeal in writing may be lodged with the Associate Dean. The Associate Dean will meet separately with the student and with the Grievance Committee and will subsequently inform the student, in writing of the Associate Dean's decision.

If the student is not satisfied with the Associate Dean's decision, the student can appeal in writing to the Dean. The Dean's decision is final and cannot be appealed elsewhere.