



**SCHOOL OF SOCIAL WORK  
STUDENT HANDBOOK  
MASTER OF SOCIAL WORK DEGREE  
STARSHIP (ONLINE) PROGRAM**

**Inabel Burns Lindsay Hall  
601 Howard Place, N.W.  
Washington, D.C. 20059  
(202) 806-7300  
FALL 2024-SPRING 2025**



*December 2023 Pinning Ceremony,  
Flagship and Starship Graduates Taking Alumni Oath*

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# Howard University MSW Student Handbook

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## HANDBOOK OVERVIEW

This handbook is provided for purposes of general orientation and guidance for student success in the MSW program in the School of Social Work. For definitive, detailed statements of policy, students are referred to the latest issue of the *Howard University H-Book* and the University website [www.howard.edu](http://www.howard.edu) for information on university registration procedures, university calendar of events, university regulations and code of conduct, student services, health services, student life and activities, intercollegiate athletic schedules, university telephone directory, campus map and information about the Washington, D. C. area. International students are referred to the *Howard University International Student Handbook*. Detailed information regarding Agency-Based Education is found in the *Howard University School of Social Work Agency-Based Education Manual*. *The latest edition of the Handbook is in effect until it is revised.*

*This handbook is issued to provide information only. The educational process by its very nature necessitates change. Therefore, the information in this publication is subject to change and must be considered information and not binding on Howard University School of Social Work or Howard University.*

*The Howard University School of Social Work Student Handbook is also available electronically and via the school's website:*

[www.socialwork.howard.edu](http://www.socialwork.howard.edu)

*Revised: August 2024*

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## DEAN'S WELCOME

Dr. Sheara Jennings, PhD, MSW

Welcome to the Howard University School of Social Work! It is with great excitement and pride that I extend my warmest greetings as you embark on this transformative journey. Howard University's legacy, rich history, and ongoing contributions make it an extraordinary place, one that keeps improving. *U.S News and World Report's* recent rankings of graduate social work programs place us among the top 3.7 % of accredited programs.

From its inception, the Howard University School of Social Work has been a beacon for equity and inclusion. Our founding Dean, Dr. Inabel Burns Lindsay, was one of the first African American women to serve as an academic dean. Her pioneering pursuit of social justice is evident today through our school's mission.

We are dedicated to preparing you for advanced professional practice and leadership roles in your local, national, and international communities. Here, you will learn from a distinguished faculty of scholars and experienced practitioners who are leaders and deeply committed to your success. We encourage you to approach your studies with curiosity, empathy, and a determination to make a difference. Our expectations of you are high, but we are confident in your ability to meet the challenge!

You will find that our curriculum is designed to equip you with the essential knowledge and skills of social work. It will also inspire and challenge you to become change agents and advocates for social justice. Throughout our curriculum, you will be uniquely prepared for social work practice based on social work values and our guiding philosophy, *The Black Perspective*, which is comprised of six principles. You will learn to use these principles to enhance the quality of life of individuals, families, and communities through a focus on affirmation, strengths, diversity, vivification, social justice, and internationalization.

This is a great time of change in our world, and your roles as social workers have never been more critical. We understand that attending graduate school requires dedication, discipline, and resilience; however, remember that you are not alone on this journey. Please know that we are here to support you as adult learners every step of the way. At Howard, we believe in the power of education to change lives and shape the world. Our faculty, staff, and the entire Howard University community are committed to providing the support you need to thrive.

Congratulations on taking this significant step toward your future. You are joining a vibrant community of scholars, advocates, and future leaders dedicated to advancing social justice and enhancing the well-being of others. Our faculty, administrators, staff, and alumni are honored to welcome you into our Howard family. We look forward to witnessing the outstanding contributions you will make to the profession and beyond as Howard-Prepared social workers. Once again, welcome to the Howard University School of Social Work!

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## WELCOME FROM THE OFFICE OF ACADEMIC & STUDENT ADVANCEMENT

Howard University is a wonderful place to establish your career as a premier social worker committed to the principles of the Black Perspective. This handbook provides you with an overview of the program. Equally importantly, it offers you guidance that will aid you in maximizing your academic success.

Howard University offers many opportunities for students to engage in stimulating dialogues with faculty and each other. Your classroom learning can be amplified through participating in activities that engage you in critical thinking and the opportunity to expand beyond our instruction. Whether you are in our flagship on-campus program or in the MSW starship online program, please know that we are committed to your success. We are simultaneously committed to producing the best practitioners to serve the many needs in our communities and society.

We are your allies in this journey to becoming Howard-prepared social workers. We will keep the lines of communication open through emails, town hall meetings, surveys and evaluations. We want to hear from you about what's working well and what could work better.

Again, we welcome you to the Howard University School of Social Work.

Sincerely,

Tracy R. Whitaker, DSW, ACSW  
Associate Dean

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## DIRECTORY

**Ben Vinson, III, Ph.D., President, Howard University**  
**Anthony K. Wutoh, Ph.D., R.Ph., Provost and Chief Academic Officer**

### Administrative Leadership

#### **Sheara Jennings, Ph.D., MSW, MBA, Dean**

Tracy R. Whitaker, DSW, MSW, ACSW, Associate Dean for Academic & Student Advancement, & Chair, Fields of Practice

Robert Cosby, Jr., Ph.D., MSW, M.Phil., Assistant Dean for Administration

Janice Berry Edwards, Ph.D., MSW, LCSW-C, Chair, Direct Practice & Co-Chair, HBSE

Janice M. Davis, Ph.D., MSW, Director of Clinical Education

Katrina Floyd, Dr.Ph, MSW, LISW, Director of MSW Online Program

Sandra M. Gammons, MSW, LMSW, VSW, Director of Admissions & Enrollment Management

Mathew Harris, MA, Director of Student Services

Altaf Husain, Ph.D., MSW, Chair, Community, Administration & Policy Practice & Co-Chair, HBSE

Meirong Liu, Ph.D., MS, MA, Chair, Research Sequence

Kathelon Toliver, MA, Director of Community Engagement & Strategic Planning

### Full-Time Faculty

Soleman Abu-Bader, Ph.D., MSW, Professor

Gloria Cain, Ph.D., MSW, Assistant Professor

Sandra E. Crewe, Ph.D., MSW, ACSW, Professor

JaNeen Cross, DSW, MBA, MSW, Associate Professor

Janice Berry Edwards, Ph.D., MSW, LCSW-C, Professor

Altaf Husain, Ph.D., MSW, Associate Professor

Sandra Jeter, Ph.D., MSW, Assistant Professor

Meirong Liu, Ph.D., MS, MA, Associate Professor

Kendall Moody, Ph.D., MSW, LCSW, Assistant Professor

Cudore L. Snell, DSW, MSW, LICSW, Professor & Assistant Provost for International Programs

Tracy Whitaker, DSW, MSW, ACSW, Associate Professor

### Research Center Administration

Robert L. Cosby, Jr., MSW, M.Phil., Ph.D., Director, Multidisciplinary Center for Gerontology

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## Adjunct Faculty

Karen Allen, MSW, LICSW,  
LCSW-C

Maryetta Andrews-Sachs, MSW, LICSW,  
CGP, FAGPA

Rose Armand, MSW, LCSW-C, LSW

Maimoona Bah, MSW

Anniglo Boone, Ph.D., MSW,

Dedrie Boykin, MSW, LCSW-C

Stephen Broyles, MSW, MPH

Clinique Marshall Chapman, MSW, LCSW

Robert L. Cosby, Jr., Ph.D., MSW, M.Phil.

Aisha Bonner Cozad, Ph.D., MSW,

Toni Cole, MSW, DBH, LCSW

Kenshara Cravens, Ph.D., LMSW, LGSW,  
CCM, LCDC

Janice M. Davis, Ph.D., MSW, LICSW

Marilyn Granville Davis, Ph.D., MSW,  
LCSW

Dan'Talisha Deans, MSW

Robert Erickson, MSW, LCSW

Javai Evans, MSW

Peter Fitts, MSW, LCSW-C

Lynda Flowers, JD, CPHL, MSN, ~~BSN~~

Katrina Floyd, Dr.PH. MSW, LISW

Michael Gatson, Ph.D., MSW

Dianne Griggs-Ross, MSW, LCSW

Jalyn Harden, MSW, LICSW

Angela Hardiman, MSW, LGSW

Indira Henard, DSW, MSW

Dawn Hobdy, MSW, LICSW

Latoya Hogg, Ph.D., MSW

Laura House, Ph.D., MSW

Giovanna Hunt, MSW, LGSW

Towanda Jackson, DSW, LMFT, LMSW

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LaSonya Kelly, MSW, LCSW-C

Kenneth King, MSW, MTh, LICSW

Shanell Kitt, MSW, MFA

Stacey Little, Ph.D., MSW

Ellen Livingston, MSW

Andridia Mapson, Ph.D., MSW, LCSW

Chester Marshall, MSW, LICSW

Shelita Snyder Martin, Ph.D., MSW

Ajai Meux, Ph.D., MA, MSW

Warren Miller, Jr., Ph.D., MSW, LICSW  
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Marcy Mistrett, JD

Madison Myrick, MSW, LICSW

Tara Newton, Ph.D., MSW

Sheryl Nichols Neverson, Ph.D., MSW,  
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Jasalynne Northcross, MSW, LICSW

Dominique Price-Conley, DSW, MSW,  
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Ivani Purvis, MSW, LICSW

Tracey Rollins Spann, MSW

Portia Rouse, MSW, LCSW-C, LCSW

Stacy Schepel, MSW, LICSW, CSW-PIP

Anthea Seymour, MSW, LGSW

Michele Shropshire, DSW, MSW, MEd,  
LICSW

Megan Simmons, JD, MPA

Jeanni Simpson, Ph.D., MSW

Nichollette Smith-Bligen, MSW, LICSW-C,  
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Gerard Tate, DSW, MSW, LMSW

Paule Tessier, MSW

Alicia Tetteh, DSW, MSW, LCSW

Mohammad Tirmazi, Ph.D., MSW,-

Brittany Turner, DSW, MSW, LCSW

Athena Viscusi, MSW, LCSW

Carmen "Tim" Wallace, MSW

Tamiaka Welsh, MSW

Angela Wilbon, Ph.D., MSW

Orlando Wright, Ph.D., MSW



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## **Administrative and Program Staff**

Ms. Sharon Fletcher, Assistant Registrar, Office of Academic & Student Advancement  
Ms. Jocklyn Francis, Receptionist  
Ms. Angelica Harris, Administrative Assistant, Office of the Dean  
Ms. Nailah Hasan, Administrative Assistant, MSW Online Program  
Ms. Sarah Jackson, Administrative Assistant, Admissions Office  
Ms. Lurisa Lindsay, Administrative Assistant, Office of Agency-Based Education  
Ms. Kelila Weiner, Program Coordinator for Project PRESS  
Ms. Evelyn White, Receptionist

## **Student Council Association Officers (2024-2025)**

Jaylyn Andrus, Executive President  
Jamerson Watson, Executive Vice President  
Juwan Rosa, Executive Secretary  
Adachi Selas, Executive Treasurer  
Carmen Ross, GSA Representative  
Yao Odamtten, Senate Representative  
Antoinette Kirkpatrick, Senate Representative

## **Alumni Association Officers (2024-2026)**

Shanell Kitt, LMSW, MFA, President  
Philip Pratt, MSW, ACSW, CSWM, Vice President & Social Media Manager  
Giovanna Hunt, LGSW, LMSW, CDP, Corresponding Secretary & Membership Chair  
Rashema Meekins, MSW, Recording Secretary  
Vanessa Quick, MSW, Historian  
Rachel Grant, LGSW, LMSW, Lunch & Learn Administrator  
Larry Evans, LGSW, LMSW, QMHP, Parliamentarian  
Jonathan Ward, LICSW, Reunion Committee Co-Chair  
Cheryl Cannon, LMSW, Reunion Committee Co-Chair



## HOWARD UNIVERSITY & THE SCHOOL OF SOCIAL WORK

### MISSION OF HOWARD UNIVERSITY

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

The idea that gave birth to Howard University was conceived by a group of ten men who resolved that such an institution was needed “in view of the pressing demand of the Southern field” for teachers, ministers, and other leaders in the aftermath of the Civil War. Prominent among the founders was Major General Oliver Otis Howard, Civil War hero and then commissioner of the Freedmen’s Bureau. It was in recognition of General Howard’s leadership in the founding movement that the new institution was chartered by the 39th Congress of the United States on March 2, 1867, under “the name, style and title of ‘The Howard University’.”

The University was founded to open the doors of higher education to the nation’s newly emancipated African Americans and their descendants. Although the University was established to meet the special needs of the nation’s Black<sup>1</sup> citizens, it sought from the outset to foster an environment that would appeal to anyone interested in obtaining a quality education—Black or White, male or female, American or foreign-born. Today, Howard’s position as the most comprehensive university in the world dedicated to the education of peoples of African descent is unchallenged.

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<sup>1</sup> *In this document, “Black” is used to refer to people of African descent from all nations, while “African American” refers specifically to Black people living in the United States.*

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Howard University has been accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools since 1921. It was honored at the Commission's 75th anniversary celebration. The Commission recently reaffirmed the accreditation of Howard University.

The University is comprised of 14 schools and colleges, including the College of Arts and Sciences, Dentistry, Fine Arts, Medicine, Pharmacy, Nursing and Allied Health Sciences, and the Schools of Engineering, Architecture and Computer Sciences, Business, Communications, Divinity, Education, Law, Social Work, and the Graduate School of Arts and Sciences. In addition to the schools and colleges, there are several research institutes, centers of excellence, an archival resource center, a press, a major teaching hospital, a public television station, a commercial radio station and the Howard University Hospital, all of which assist the University in carrying out its mission by serving as learning laboratories for Howard's students.

The University has three campuses: the Main Campus where the School of Social Work is located; the West Campus, the location of the Divinity School and the School of Law; and the East Campus.

Howard University and Washington, D.C. provide an ideal environment for learning. The University has an extensive library system with 1.8 million volumes in the Central Research Library (The Founders Library). The computerized library system provides access to the library collections. Access is available to major on-line information retrieval services and computerized database searches on user-friendly facilities. Materials which are not in the collection can usually be speedily obtained through various interlibrary loan arrangements and the On-line Computer Library Center (OCLC). OCLC provides a mechanism for borrowing from many other institutions without charge. Howard University is a member of the Association of Research Libraries (ARL).

Howard is more than academic programs and "bricks and mortar" —Howard is people. And it is from the interactions of these people, each contributing in his or her own way to the education of the others, that Howard is able to fulfill its mission and provide the kind of environment in which scholarships can develop and flourish. Recognition of students' high academic achievements has come from many national honor societies, including Phi Beta Kappa and Sigma Xi, which have established chapters at Howard. Among its student body, faculty, administrators and trustees are persons of virtually every major race, religion and nationality. Traditionally, Howard also has had and has today the largest gathering of African American scholars in the world. It was at Howard University that Kelly Miller,

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Ernest Everett Just, Charles H. Houston, Charles Drew, Percy Julian, William Hastie, Alain Locke, E. Franklin Frazier, John Hope Franklin and Ralph Bunche, first gained national prominence as scholars.

Howard University today has exceeded even the fondest dreams of its founders in the scope of its work, its student body and its influence. Despite this, the university is engaged in a continuous improvement and academic renewal.



*Dr. Inabel Burns Lindsay, Founding Dean  
1935-1965*

### **HISTORY OF SOCIAL WORK EDUCATION AT HOWARD UNIVERSITY**

The Howard University School of Social Work (HUSSW) was established as an autonomous unit in 1935, although instruction was offered in social services as early as 1914. There were strong advocates within the ranks of the University for social work education, most notably: Lucy Diggs Slowe, the first Dean of Women at Howard and Dr. E. Franklin Frazier, Chairman of the Department of Sociology. The first “basic curriculum” was offered in the Department of Sociology and was directed by Dr. Frazier, who had previously served as Director of the Atlanta University School of Social Work. He was a pioneer in advocating standards for social workers and insisting that they be properly trained. The “basic curriculum” conformed to the 1932 accreditation standards of the American Association of Schools of Social Work, the predecessor accrediting body of the Council on Social Work Education (CSWE). Dr. Frazier was initially assisted by one full-time instructor and in 1937, by an additional full-time instructor, Dr. Inabel Burns Lindsay, who later became the first Dean of the School of Social Work at Howard University.

The establishment of formal instruction in social work education at Howard University emerged during a critical period in American history. It coincided with the Great Depression of the 1930s, the enactment of the Social Security Act of 1935, the emergence of large-scale public social services and the onset of World War II. These historic developments provided a strong impetus for the development of social work education at Howard. Additionally, there was a strong appeal for social work education at Howard from African Americans employed in the District of Columbia’s

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New Deal programs. Few of the recognized schools of social work in America, and none in Washington, D.C., were open to qualified African American applicants. A 1932 study undertaken at the request of the Washington Council of Social Workers revealed that of 69 persons newly employed as social workers only five were graduates of schools of social work, 10 had completed one course in “social work training” and the rest were completely “untrained.” The lack of training was largely attributable to the lack of educational opportunities for Blacks, who constituted the largest number of persons seeking social work education among the emerging social welfare workforce in Washington.

In 1942, Howard University’s social work program became a division of the Graduate School of Arts and Sciences. It remained in the Graduate School until an autonomous professional school was established within the University at the beginning of 1945- 1946 academic year. Dr. Lindsay was appointed the first dean of the newly established School of Social Work. Early accreditation (1930-1940) of the one-year Certificate Program of the Division of Social Work in the Graduate School was superseded by full accreditation of the new two-year Master of Social Work degree program by the time the first graduates received their degrees in June 1946.

During the 1970s, social work at Howard expanded to include baccalaureate and doctoral level education. In the 1990-1991 academic year, the dean and faculty recommended to the Board of Trustees that the School’s Bachelor of Social Work degree program be discontinued. The decision was based on three factors: (1) interest in strengthening graduate and post-doctoral education, and research at the master’s and doctoral levels; (2) limited resources; and (3) low enrollment in the baccalaureate program.

Additionally, the School placed a strong emphasis on scholarly publications and research. The School received its most recent reaffirmation of accreditation of the master’s degree program in 2020 for the full eight-year cycle to 2028.

The influences which led to the development of social work education at Howard University were both internal and external. The intellectual impulse to provide the best education possible for those working in the public social services continues as a dominant theme in the School’s mission, objectives and outcomes for students. The School remains concerned about the well-being of diverse families and communities with a specialized focus on African American people and others who are poor, oppressed and disadvantaged in society. The Black perspective, which includes the Black Diaspora, serves as a base for a set of guiding principles, undergirding our

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curriculum and informing our knowledge development and research activities and social policy initiatives.

Over the years as the social work profession and social welfare institutions have evolved in response to changes in American society and throughout the world, the Howard University School of Social Work has progressed as well. In recent years, the School has experienced growth and transformation in several key areas that include: faculty resources, demands for community service, collaboration and technical assistance, diversity in staffing, the attraction of national and international attention to the School's academic programs and the intensification of research and knowledge development productivity.

Today, the School of Social Work is a more complex institution than ever before. The curriculum is richer and enhanced by new courses, electives and concentrations. The student body is more diverse in terms of family background, geographic origin, nationally and internationally, age and persons with disabilities. Teaching, research and knowledge development are the core activities of faculty members. Additionally, continuing professional development and technical assistance have become important areas of faculty activity.

The goals of the School are to continue on the pathway of excellence as defined by our history and mission, and build upon past and present achievements. Our vision of linking practice, policy and action with research is being pursued through faculty research in collaboration with the E. Franklin Frazier Center for Social Work Research and the Multidisciplinary Gerontology Center. The School is engaged in an academic innovation process that is emphasizing interdisciplinary collaborations, a new and revitalized curriculum, and online education.

The School of Social Work is committed to providing quality social work education for students irrespective of race, creed, gender, sexual orientation, disabilities or national origin. The School is committed to educating students for advanced professional social work practice and doctoral careers in teaching and research, who will be able to assist in the solution of human, organizational and social problems, particularly those affecting Black people, people living in low wealth communities, and those who are oppressed by systems, structures and policies. That commitment is realized through educational programs, research and scholarly inquiry and community service.



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The history, vision and mission of Howard University and the School of Social Work serve as the central foundation for the overall objectives of the School.

### **HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK VISION STATEMENT**

*The vision of the School of Social Work is to enhance human well-being and transform those human, organizational, social and economic conditions which impact African Americans, Africans in the Diaspora, other people of color, and the global community.*

### **HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK MISSION STATEMENT**

*The School of Social Work's mission is to prepare MSW graduates for advanced professional practice at local, national, and international levels for the solution of human problems and to become leaders in their communities; and to prepare doctoral graduates for research, the professoriate, and leadership in the global community. We are dedicated to the pursuit of knowledge through discovery, research, partnerships, innovative practices, and other scholarly educational endeavors of its faculty, staff, students, and alumni. Graduates of the master's and doctoral degree programs are expected to become architects of liberating structures in culturally diverse families and communities that are empowered to serve the best interests of all of their members.*

Our vision and mission are guided by the core values of the university and the profession. These core values are embedded in our curricula. They include an appreciation of scientific knowledge generated by research, sensitivity to the inequities derived from systemic and institutional societal arrangements, respect for the history and achievements of people of all colors, a desire for social justice and a commitment to the transformation of oppressive conditions that serve as barriers to the realization of growth and development of persons within societies. The core values reflect the Black Perspective, the guiding philosophy of the School of Social Work.

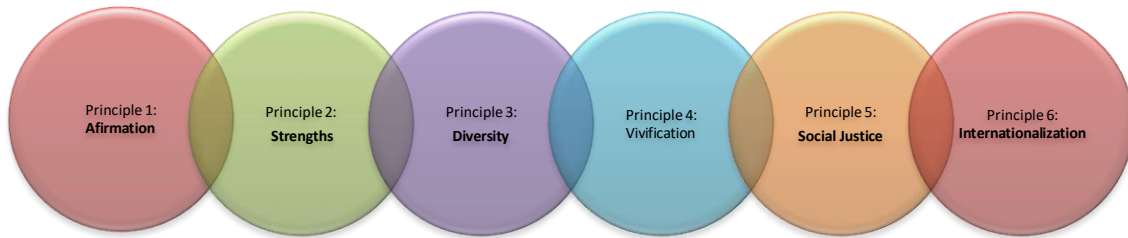
## EDUCATIONAL PHILOSOPHY

In accordance with the mission of Howard University and that of the School of Social Work, the educational philosophy of our program reflects the importance and complexity of transactions between people and their environment. Both the MSW and Ph.D. programs are rooted in the knowledge, values and skills necessary for professional practice that promote and sustain social justice and the quality of life for individuals, families, groups, communities, and organizations. The educational philosophy recognizes the multiple roles, functions and arenas of social work practice as well as the interdisciplinary knowledge base upon which professional practice is based.

The educational philosophy of the School of Social Work recognizes the need to produce graduates who are educated for competent professional practice with all client groups, but also with a special sensitivity and concern for people in Black communities. Therefore, educational programs require careful consideration of the range of theories and approaches used to prepare students for competency. While the knowledge base of the MSW and Ph.D. programs is flexible, both share the person-in-situation framework. Varied theories and approaches, e.g., systems and developmental theories, and the psychosocial and problem-solving approaches that can be accommodated within this framework, as well as by the Black Perspective are used to prepare students for effective social work practice.

Our faculty is engaged in curriculum renewal activities on an ongoing basis, revisiting our mission and the vision we have for the future. We are engaged in long-range and strategic planning as we position the School to maintain its excellence and enhance its knowledge development and research activities. The faculty has reaffirmed our mission statement and our vision to establish a strong program of research and knowledge development for social work practice and social policy. Knowledge development efforts will contribute to the empirical base of practice, add to the social work knowledge base and lead to the improvement and quality of life for Black people, people living in poverty, other minorities or persons of color and the whole society.

## THE BLACK PERSPECTIVE



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The Black Perspective is an expression of the guiding philosophy of the School of Social Work. It has six principles:

### **Principle 1: Affirmation**

The Black Perspective is an affirming and profoundly liberating stance both at the individual and collective levels. It celebrates the richness, productivity and vigor of the lives of African Americans and Blacks in other parts of the world. The School is committed to imbuing social work practice and theory with this perspective, which means a commitment on our part to using increasing levels of rigorous scholastic productivity, teaching effectiveness, and social work practice as tools to advance the contemporary African American agenda. This includes a special commitment to public social services, a service arena of importance to many African American communities.

### **Principle 2: Strengths**

Precisely because the Black Perspective is first an affirmation of strength, it insists on delineating ways in which that strength can be used to respond to the continuing oppression of African American people. The search for the causes, consequences and elimination of oppression is inherent in all areas of social work practice, research and education.

### **Principle 3: Diversity**

The Black Perspective is distinctive, but not monolithic. Simplistic, global characterizations of African American individuals, families, groups and communities are intolerable. It is equally unacceptable to overlook the genuine cultural, economic, political and social bonds of distinctiveness that do exist. Producing social work practitioners, researchers and educators who are faithful both to the commonalties of interest and experience and to

the rich and complex diversities within the African American community is a challenging task. Knowledge about diversities and commonalties is constantly expanding. Keeping abreast of that knowledge, contributing to it, and shaping social work practice to it are prime elements of our mission.

### **Principle 4: Vivification**

The Black Perspective is a positive and vivifying stance, not a negative or exclusionary one. This means that the School has a special mission to educate African American social work practitioners, educators and researchers while at the same time providing quality professional education to any student regardless of race, creed, sex or national origin. The School's curriculum gives primacy to African American content, and, in fact the School is a national leader in the development of social work curriculum materials that are responsive to the African American population. At the same time, the curriculum gives all our students a broadly based professional education that provides career flexibility and the skills to work with the diverse elements of modern American society.

### **Principle 5: Social Justice**

The Black Perspective means a special sensitivity to the experiences of all oppressed and underserved groups in American society. There is no contradiction between giving primacy to the African American experience and being responsive to the experiences of other groups who have been subjected to oppressive forces. Howard University's heritage as a leader in the struggle for social justice places the School in a uniquely advantageous position to work with all groups seeking equality and freedom from oppression.

### **Principle 6: Internationalization**

An international dimension with special emphasis on Africa and the Caribbean areas is intrinsic to the School's Black Perspective. The School has a mission to educate international students for positions of direct social work practice and leadership roles in social welfare administration and policy in their home countries. A second aspect of the international dimension is developing that area of social work practice dealing with refugees and other displaced populations—both those individuals displaced within their own countries and those displaced to the United States and other countries. A final aspect of the international dimension is the School's desire to foster in its graduates a sense of involvement and commitment to other parts of the world as an element of their professional identity. This is especially important for those areas where issues of social justice and social welfare for people of color are crucial.

## ADMISSIONS & FINANCIAL AID

### APPLICATION PROCESS

Applicants must hold a bachelor's degree from an accredited college or university with an undergraduate GPA of 2.5 or higher. Applicants should show evidence of interest in and commitment to the mission of the School. During the admission application process, applicants should present a complete portrait of themselves to the admissions committee by submitting the following materials as promptly as possible:

- Application Form
- Application Fee (online portal)
- Application Essay and Personal Essay
- Experience Summary
- Three letters of recommendation
- Official transcripts from each college and university attended

The admissions process normally requires approximately six weeks following the receipt of a completed application and all required materials.

Standardized tests are not required.

### **MSW Program**

- Students are admitted in Spring (Jan), Summer (May) and Fall (September).
- Deadlines for admissions are available in the academic calendar for the year.

# Howard University MSW Student Handbook

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## FORMER STUDENTS RETURNING (FSR)

### SEVEN-YEAR STATUTE OF LIMITATIONS FOR COURSE WORK

Former Students Returning (FSRs) who are readmitted to the School of Social Work must repeat all required courses and elective credits (not necessarily the same courses) that were completed **seven (7)** or more years before readmission and resumption of enrollment.

## TRANSFER CREDITS

Credits deemed appropriate may be transferred for graduate courses taken within five (5) years of enrollment from an accredited graduate social work education or other relevant program when grades of “B” or better have been earned. Credit for social work practice methods courses and Agency-Based Education courses will be transferred from CSWE accredited social work programs only. **The School of Social Work does not grant social work course credit for life experience or previous work experience. There are NO EXCEPTIONS to this policy.**

Students seeking transfer credits for graduate courses in related disciplines whose content are equivalent to the content of courses in the MSW curriculum must submit course descriptions to the Admissions Office upon acceptance for admission by the School. These courses must be reviewed and approved by the chairperson of the respective content sequence within the School, or by the associate dean or dean’s designee. This process must be completed by the end of the initial term of enrollment.

## ENROLLMENT IN MULTIPLE DEGREE PROGRAMS

The MSW curriculum is rigorous and includes an agency-based education practicum experience. Therefore, it is important that students can give their full attention to the attainment of this degree while enrolled in the program.

Students who are pursuing a degree in another program, may apply to the School of Social Work, but are not eligible for enrollment until they have completed or terminated their enrollment in the other program.

# Howard University MSW Student Handbook

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## FINANCIAL AID

Howard University and School of Social Work financial aid programs provide assistance in the form of tuition scholarships, grants, graduate assistantships, part-time employment and short-term emergency loans. Most financial aid awards are made to students who demonstrate that their financial resources are insufficient to meet the cost of attending Howard University. The School of Social Work may award a limited number of graduate assistantships to incoming and continuing social work students each year. Graduate assistantships and certain scholarships and grants, may be awarded solely on the basis of academic excellence or other factors. Priority to receive awards is given to applicants with the greatest financial need when funds are limited and where need is an eligibility criterion. All awards are administered by the Office of Financial Aid and Student Financial Services.

### APPLICATION PROCEDURES

Students seeking financial aid from Howard University who are U.S. citizens or permanent residents must submit the Free Application for Federal Student Aid (FAFSA) form through Federal Student Aid Programs. Howard University no longer issues FAFSA forms but expects prospective students and students seeking financial aid to complete the FAFSA form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Howard University students and prospective students must designate Howard **University, code 5297**, as a recipient of their FAFSA data. Information about the FAFSA application process is available from Howard University Office of Financial Aid and Student Employment and the School of Social Work Admissions Office. The FAFSA should be completed and submitted as early as possible following the submission of your admission application (Please refer to the Howard University Financial Aid website at [www.howard.edu](http://www.howard.edu)).

The submission of the FAFSA does not guarantee an offer of financial assistance. Therefore, applicants should seek alternative sources of outside assistance while the application for financial aid is being processed.

All applicants for federally-supported programs must be U. S. citizens or permanent residents of the United States.

# Howard University MSW Student Handbook

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## ELIGIBILITY CRITERIA

To qualify for need-based financial aid, students must meet all of the following criteria:

1. Demonstrate financial need through the FAFSA process.
2. Be enrolled in **nine (9)** hours or more of courses (full-time) each term.  
(Part-time students are eligible to receive federally supported loans only, and should contact the Financial Aid Office to determine the eligibility requirements.)
3. Be accepted for admission if entering the program.
4. Be in good academic standing.

FAFSA forms and any supporting documentation that may be required must be submitted by the published deadlines.

Admissions information and application materials are also available from the Howard University website, [www.howard.edu](http://www.howard.edu) and the School of Social Work website, [www.socialwork.howard.edu](http://www.socialwork.howard.edu). E-mail requests should be sent to [socialworkadmissions@howard.edu](mailto:socialworkadmissions@howard.edu). Admission and financial aid inquiries should be directed to:

MSW Online Program Admissions

E-mail: [SWadmissions@online.howard.edu](mailto:SWadmissions@online.howard.edu)

Online: <https://online.howard.edu/msw/>

MSW Flagship Program Admissions

Sandra Gammons, MSW, LGSW, VSW

Director of Admissions & Enrollment Management

Voice: 202-806-7300

E-mail: [Sandra.gammons@howard.edu](mailto:Sandra.gammons@howard.edu)



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# Howard University MSW Student Handbook

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## REGISTRATION

A formal orientation program is conducted for new students each Fall, Spring and Summer term. At that time detailed information regarding registration procedures is supplied. Continuing students are notified at the proper time regarding registration for subsequent terms and it is their responsibility to contact their advisors to complete the process. The Howard University website [www.howard.edu](http://www.howard.edu), and e-mail addresses and delivery systems are the principal sources of information about registration for new and continuing students. Students may review registration procedures and register for courses following advisement using BisonHub.

## **ONLINE MSW PROGRAM (STARSHIP)**

The MSW Online (Starship) Program launched in January 2022. This fully online experience allows students from across the country to benefit from the Howard University School of Social Work experience. Students can enroll in a traditional full- or part-time program or as full- or part-time advanced standing students.

## **CHANGE OF DEGREE OR EDUCATIONAL PLATFORM PROCEDURE**

The School of Social Work provides students with opportunities to pursue several types of social work graduate degrees. Students may find that the program they originally selected may not be a good fit and they may desire to move to another Howard University School of Social Work program. Students cannot simply “transfer” from one MSW program to another.

Every program at the School of Social Work is assigned a unique program code. Students apply to a specific program and are assigned to one program code. Students who choose to enroll in another HU social work degree program must *apply as a new applicant* to the program in which they seek to be enrolled and meet all the requirements. These requirements include meeting deadline dates, providing required documentation and paying an additional application fee. The website will provide students with deadline dates for all programs.

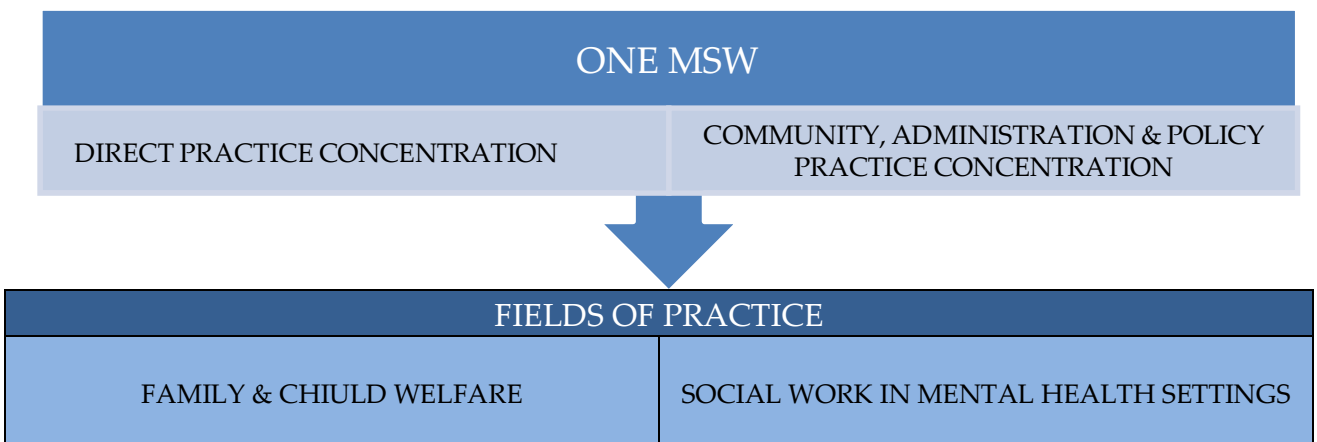
**There are no exceptions to this policy.**

## MSW CURRICULUM\*

### CSWE CORE COMPETENCIES

The curriculum for the School of Social Work focuses on the development of the following **nine core competencies** identified by the Council of Social Work Education (CSWE) <https://www.cswe.org/accreditation/standards/2022-epas/>

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Economic and Environmental Justice
3. Engage Anti-racism, Diversity, Equity and Inclusion in Practice
4. Engage Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations and Communities
7. Assess Individuals, Families, Groups, Organizations and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups,



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\*The curriculum is subject to change and must be considered information only and is not binding on Howard University School of Social Work or Howard University.

## Howard University MSW Student Handbook

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The MSW curriculum is built upon a liberal arts perspective, a generalist foundation which is composed of five content areas, and advanced preparation in the chosen social work practice method, and the chosen social work field of practice.

Students must select a **social work practice method concentration (Method)** and a **Field of Practice (FOP) specialization** in their advanced terms.

There are two options for the social work practice method concentration: *Direct Practice* or *Community, Administration and Policy Practice*.

There are two options for the field of practice specialization: *Family and Child Welfare*; or *Social Work in Mental Health Settings*.

The *professional foundation*, taken in the first year of study by all students in the regular (60) hour degree program, provides the basis on which advanced concentrations are built. The professional foundation, is a generalist curriculum and consists of the following five content areas and courses:

1. Social Welfare Policy and Services
  - *Social Welfare Policy from the Black Perspective*
  - *Advocating for Oppressed and Marginalized Communities*
2. Human Behavior and the Social Environment
  - *Human Behavior and the Social Environment*
3. Practice Methods
  - *Social Work Practice with Individuals, Families & Groups*
  - *Direct Practice Assessment*
  - *Social Work Practice with Communities & Organizations*
4. Social Work Research
  - *Research Methods and Data Analysis*
5. Field Education
  - *Agency-Based Education I*
  - *Agency-Based Education II*

By the completion of the second term, students in the regular (60) hour degree program choose their Field of Practice specialization from the six available options.

## Howard University MSW Student Handbook

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First-term professional foundation courses are excluded from the Advanced Standing program curriculum. Advanced Standing students choose their field of practice specialization by the completion of their first term of enrollment or their first term courses.

### PRACTICE METHODS CONCENTRATIONS

Students select one of two practice concentrations and begin to differentiate in their third term of practice and agency-based course work. Also, all students select one of two fields of practice specializations to complement their methods concentration.

#### DIRECT PRACTICE CONCENTRATION

Direct Practice social work students are prepared to work with individuals, families, and groups. Students develop knowledge and skills in diagnosis and assessment, treatment, and prevention. Direct practice also focuses on collaborative problem solving and engages the social worker in advocacy to mobilize and improve service delivery systems and related policies. Direct practice social workers are employed in a variety of settings including child welfare, hospitals, community health settings, schools, housing developments, nursing homes, and mental health clinics. Direct Practice is comparable to clinical practice at other schools of social work.

Direct Practice is a social work practice method that, in concert with people and/or on their behalf, enhances the quality of life and resolves disruption in social existence. The direct practice practitioner enables persons individually or collectively through the family and small group to achieve healthy resolution of developmental needs, accomplish life tasks, and perform social roles. Direct Practice focuses on:

- helping people enhance their own coping and problem-solving efforts;
- facilitating effective interaction between people and societal institutions and resource systems; and
- change efforts directed at problematic psychosocial interpersonal functioning and change efforts directed at societal and institutional environments.

The mission of the Direct Practice concentration is to provide a rich and varied body of practice theory and interventive methodology that constitute social work practice with individuals, families and small groups. The frame of reference used is:

## Howard University MSW Student Handbook

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- a problem-centered approach that focuses on the problem, irrespective of etiology, as opposed to assuming pathology in the person;
- an ecological systems framework that emphasizes assessment and work with the client system in the context of the total situation;
- an environmental focus in which the worker enables the client system or acts on behalf of the client to modify or change impinging societal or institutional systems;
- a goal oriented social work process that specifies the problem for work, goals for problem resolution and preferred outcomes;
- joint problem-solving that stresses empowerment, engagement and active involvement of the client in each step of the social work process;
- a health orientation focusing efforts on supporting or strengthening the person's own internal and external resources; and
- a perspective that respects and is sensitive to differences in personal orientation, cultural diversity and life experiences, especially that which is pertinent to Black people, women and other oppressed people.

The Direct Practice concentration provides a curriculum that permits the graduate to begin social work practice at the advanced level in a variety of settings utilizing psychosocial, problem-solving, task-centered, prevention or crisis intervention approaches with individuals, small groups and families. Appropriate settings for practice include:

- those that are heavily environmentally focused including an emphasis on the provision of resources or in direct practice;
- clinically oriented practice settings; or those with a balanced focus on the person-in-situation gestalt.

Graduates can perform in a variety of roles in social work practice with the individual, family, or small group. These roles include resource developer, counselor, therapist, educator, broker, facilitator, advocate, advisor, information provider, case manager and supervisor.

Students combine a practice method concentration in Direct Practice with a Field of Practice specialization in one of the following options: (1) Family and Child Welfare, or (2) Social Work in Mental Health Settings.

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## COMMUNITY, ADMINISTRATION, AND POLICY (CAP) PRACTICE CONCENTRATION (MACRO)

Community, Administration and Policy Practice social work students develop knowledge and skills related to changing larger systems, such as communities and organizations. The curriculum prepares students for work in the areas of planning, program development, community organizing, policy analysis, legislative advocacy, program evaluation, and human services management. Community, Administration and Policy Practice students build upon their knowledge of individual development to promote culturally competent solutions to social conditions. CAP Practice (Macro) students are employed in the public and private sectors in social service organizations as well as other organizations engaged in developing and analyzing policy. Also, CAP Practice majors often pursue entrepreneurship opportunities. Community, Administration, and Policy practice is comparable to macro social work at other schools of social work.

The goals of the CAP Practice (Macro) concentration are to prepare students for advanced practice, and leadership roles in communities, organizations, and at the societal level. The systems subject to such intervention are communities, institutions, public and private social welfare agencies and organizations, and executive, judicial, and legislative branches of government. The CAP Practice (Macro) concentration prepares advanced practitioners to focus on the multilevel needs and frameworks for assessment, planning and intervention with groups of people, organizations, communities and policies that address human rights and social and economic justice.

The CAP Practice (Macro) methods course taught during the foundation year teaches values, knowledge and skills that include frameworks for assessment, planning intervention and evaluation with diverse stakeholders, organizations, and communities. Advanced CAP Practice (Macro) methods courses provide in-depth preparation to apply knowledge, principles, theories, and practice approaches to advocate policies and programs that address unmet human needs and pursue social and economic justice for populations at risk. Students may choose advanced electives from CAP Practice (Macro) elective courses or from advanced electives in other Sequences.

## Howard University MSW Student Handbook

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Specifically, the CAP Practice (Macro) advanced concentration prepares students to:

- practice at the advanced level with stakeholders in larger systems such as organizations, communities, and at the policy level with a commitment to social and economic justice and human rights;
- create and evaluate policies, opportunities and services to promote human well-being, self-determination and empowerment for African Americans, other people of color, and other populations;
- practice in communities, organizations, and human services delivery systems while working to achieve organizational change; and
- serve as leaders of the social work profession , organizations, communities, and the larger society.

Upon satisfactory completion of the program, CAP Practice (Macro) graduates move into varied professional roles and responsibilities. These include but are not limited to:

- training and staff development specialists
- policy analysts, advocates, lobbyists
- management analyst for public and private agencies
- branch and division chiefs for public welfare agencies
- program director/coordinator in community agencies and organizations
- executive director/assistant in social welfare and public agencies
- community organization specialists
- social planning specialists
- program analyst and developer
- program director in community organizations

Students combine a CAP Practice (Macro) concentration with a Field of Practice specialization in either: (1) Family and Child Welfare, or (2) Social Work in Mental Health Settings.

## FIELDS OF PRACTICE SPECIALIZATIONS

The Field of Practice specializations are a part of the advanced curriculum and are designed to provide students with knowledge about policies, issues, programs and services that are relevant to a specific client system and field of practice. All fields of practice specializations require one term of course work in the chosen field.

The Field of Practice courses are taken in the second year of study. The placements for Agency-Based Education III and Agency-Based Education IV are consistent with the chosen Field of Practice. The Field of Practice specialization is not an extension of the Practice Methods concentration. Thus, Direct Practice students and Community, Administration and Policy Practice students may interact in the same Field of Practice class. Each Field of Practice specialization will cover:

- central problems and resolutions that give rise to the specific field of practice;
- the social policy framework and trends that authorize, support and sanction practice;
- the institutional delivery systems that house and provide the services through which practice occurs;
- the contributions and limitations placed on practice by the profession through its sanctioning institutions; and
- existing and potential policy and practice alternatives.

The Fields of Practice (FOP) specialization courses provide students with an opportunity to manifest what they are learning in their advanced concentration or methods courses in an area of their interest. While students are still equipped to work in diverse areas of social work practice, the FOP allows the students to develop specialized knowledge in a particular area of interest. The FOP also allows the students to learn about the specialized area at the individual, program, policy, community and societal levels. All FOP specializations address human rights. The FOP further allows the students to integrate what they are learning in the curriculum in a subject area of interest.



## Howard University MSW Student Handbook

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The curriculum provides flexibility so that second-year students, in addition to their primary Field of Practice may take courses in other Field of Practice specializations as electives. The two fields of practice specializations are:

### FAMILY AND CHILD WELFARE

This specialization critically examines social forces, programs, policies, and services for families, particularly Black families. Social work practice implications are examined based on the assumption that the family is an important institution, a source of strength, dynamic and evolving in its structure, organization and values. The family as primary source of support and socialization for children is examined from two important perspectives:

1. the child within his/her natural parenting situation or home; and
2. the child in need of substitute, alternative or additional parenting and child care arrangements. Policy contexts are addressed; practice implications are examined.

### SOCIAL WORK IN MENTAL HEALTH SETTINGS

The goal of this field of practice specialization is to provide knowledge about policies, programs, and service systems in mental health. In addition, legal decisions and related issues that impact on mental health practice are covered as are: social work's role in interdisciplinary and emerging mental health settings. There is an emphasis on the implications and relevance of these factors to the mental health of Blacks, women, and other people of color.

## AGENCY-BASED EDUCATION

The *Agency-Based Education* component of the MSW curriculum requires four terms of placements in social work field agencies under the instruction of licensed social workers with MSW degrees. Three terms of Agency-Based Education are required for the Advanced Standing program. The Agency-Based Education requirement constitutes 12 of the 60 hours required for the regular (60) hour degree program, and 9 of the 45 hours required for the Advanced Standing Program. Agency-Based Education courses are sequential. All Agency-Based Education courses are three (3) credit hour courses.

Agency-Based Education I is completed virtually. Agency-Based Education II-IV courses are completed in an assigned agency. Agency-Based Education courses must be taken concurrently with corresponding Practice Methods courses and Field of Practice courses:

- Agency-Based Education I must be taken concurrently with Practice Methods I
- Agency-Based Education II must be taken concurrently with Practice Methods II
- Agency-Based Education III must be taken concurrently with Practice Methods III and Field of Practice course
- Agency-Based Education IV must be taken concurrently with Practice Methods IV

Advanced Standing students may take Agency-Based Education III with their Field of Practice course. Advanced Standing students may take Agency-Based Education IV with an elective course. Agency-Based Education integrative seminars are also required.

More detailed information about Agency-Based Education is provided in the *Agency-Based Education Manual*.

# Howard University MSW Student Handbook

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## FULL-TIME MSW CURRICULUM DESIGN MATRIX

Four Terms—1.5 Years

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### DIRECT PRACTICE CONCENTRATION

Term I		Term II	
Program Orientation			
Social Work Practice with Individuals, Families & Groups*	03	Direct Practice Assessment*	03
Agency-Based Education I*	03	Agency-Based Education II*	03
Human Behavior & Soc. Environ.	03	Soc. Work Practice with Communities & Organizations*	03
Social Welfare Policy from the Black Perspective	03	Advocating for Oppressed & Marginalized Comm.	03
Race, Class & Gender	03	Research Methods & Data Analysis	03
<b>TOTAL TERM CREDITS</b>	<b>15</b>	<b>TOTAL TERM CREDITS</b>	<b>15</b>

Term III		Term IV	
Intervention Planning & Strategies*	03	Intervention With Select Clinical Problems *	03
Agency-Based Education III*	03	Agency-Based Education IV*	03
Field of Practice	03	Elective 2	03
Differential Diagnosis: Beyond Psychopathology	03	Elective 3	03
Practice Evaluation	03	Elective 4	03
<b>TOTAL TERM CREDITS</b>	<b>15</b>	<b>TOTAL TERM CREDITS</b>	<b>15</b>

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\* All practice methods courses must be taken concurrently with Agency-Based Education.

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**NOTE:**

- Sixty (60) credit hours are required for graduation with a cumulative grade point average of 3.00.
- Agency-Based Education I and II require 16 hours per week in the field and 2 classes per week per term.
- Agency-Based Education III & IV require 20 hours per week in the field and 1 class per week per term.
- Field of Practice (FOP) courses are ONLY taken as electives during the students' advanced year (after the completion of 30 credit hours).

# Howard University MSW Student Handbook

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## CAP PRACTICE CONCENTRATION

Term I		Term II	
Program Orientation			
Social Work Practice with Individuals, Families & Groups*	03	Direct Practice Assessment*	03
Agency-Based Education I*	03	Agency-Based Education II*	03
Human Behavior & Soc. Environ.	03	Soc. Work Practice with Communities & Organizations	03
Social Welfare Policy from the Black Perspective	03	Advocating for Oppressed & Marginalized Comm.	03
Race, Class & Gender	03	Research Methods & Data Analysis	03
<b>TOTAL TERM CREDITS</b>	<b>15</b>	<b>TOTAL TERM CREDITS</b>	<b>15</b>
Term III		Term IV	
Organizational Management and Leadership*	03	Socially Just Policy Practice *	03
Agency-Based Education III*	03	Agency-Based Education IV*	03
Field of Practice	03	Elective 2	03
Psychopathology	03	Elective 3	03
Practice Evaluation	03	Elective 4	03
<b>TOTAL TERM CREDITS</b>	<b>15</b>	<b>TOTAL TERM CREDITS</b>	<b>15</b>

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\*All practice methods courses must be taken concurrently with Agency-Based Education.

**NOTE:**

- Sixty (60) credit hours are required for graduation with a cumulative grade point average of 3.00.
- Agency-Based Education I and II require 16 hours per week in the field and 2 classes per week per term.
- Agency-Based Education III & IV require 20 hours per week in the field and 1 class per week per term.
- Field of Practice (FOP) courses are ONLY taken as electives during the students' advanced year (after the completion of 30 credit hours).

# Howard University MSW Student Handbook

## PART-TIME ENROLLMENT CURRICULUM DESIGN MATRIX

Nine Terms—3 Years

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### DIRECT PRACTICE CONCENTRATION

<b>Term I</b>		<b>Term II</b>	
Program Orientation			
Human Behavior & Soc. Environ.	03	Advocating for Oppressed & Marginalized Comm.	03
Social Welfare Policy from the Black Perspective	03	Research Methods & Data Analysis	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>
<b>Term III</b>		<b>Term IV</b>	
Social Work Practice with Individuals, Families & Groups*	03	Direct Practice Assessment*	03
Agency-Based Education I*	03	Agency-Based Education II*	03
		Soc. Work with Communities & Organizations*	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>09</b>
	<b>15</b>		
<b>Term V</b>		<b>Term VI</b>	
Intervention Planning & Strategies*	03	Intervention With Select Clinical Problems *	03
Agency-Based Education III*	03	Agency-Based Education IV*	03
Differential Diagnosis: Beyond Psychopathology	03		
<b>TOTAL TERM CREDITS</b>	<b>09</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>
<b>Term VII</b>		<b>Term VIII</b>	
Field of Practice	03	Elective 1	03
Practice Evaluation	03	Elective 2	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>
<b>Term IX</b>			
Elective 3	03		
Elective 4	03		
<b>TOTAL TERM CREDITS</b>	<b>06</b>		

# Howard University MSW Student Handbook

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## CAP PRACTICE CONCENTRATION

<b>Term I</b>		<b>Term II</b>	
Program Orientation			
Human Behavior & Soc. Environ.	03	Advocating for Oppressed & Marginalized Comm.	03
Social Welfare Policy from the Black Perspective	03	Research Methods & Data Analysis	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>
<b>Term III</b>		<b>Term IV</b>	
Social Work Practice with Individuals, Families & Groups*	03	Direct Practice Assessment*	03
Agency-Based Education I*	03	Agency-Based Education II* Soc. Work Practice with Communities & Organizations*	03 03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>09</b>
<b>Term V</b>		<b>Term VI</b>	
Organizational Management & Leadership*	03	Socially Just Policy Practice *	03
Agency-Based Education III*	03	Agency-Based Education IV*	03
Differential Diagnosis: Beyond Psychopathology	03		
<b>TOTAL TERM CREDITS</b>	<b>09</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>
<b>Term VII</b>		<b>Term VIII</b>	
Field of Practice	03	Elective 1	03
Practice Evaluation	03	Elective 2	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>
<b>Term IX</b>			
Elective 3	03		
Elective 4	03		
<b>TOTAL TERM CREDITS</b>	<b>06</b>		

## **ADVANCED STANDING PROGRAM**

The "Advanced Standing Program for Graduates of Accredited Baccalaureate Social Work Programs" is a three-term program requiring (45) credit hours for the MSW degree, instead of the (60) credit hours that are normally required. Students admitted to the Advanced Standing Program must meet the following requirements:

1. Degree from a baccalaureate program accredited by the Council on Social Work Education (CSWE);
2. Overall "B" average for undergraduate work;
3. Grades of "B" or better in the core foundation courses: practice methods, field education, social research, human behavior and the social environment, and social welfare policy and services;
4. Baccalaureate degree earned within four years of application and admission to and enrollment in the Advanced Standing Program

All applicants holding baccalaureate degrees in social work who are accepted for admission are evaluated for admission to the Advanced Standing program. Accepted applicants who meet the requirements for the Advanced Standing program are admitted in Advanced Standing status upon formal financial enrollment in the program.

# Howard University MSW Student Handbook

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## MSW CURRICULUM DESIGN MATRIX- FULL-TIME ADVANCED STANDING PROGRAM Three Terms—1 Year

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### DIRECT PRACTICE CONCENTRATION

Term I		Term II	
Program Orientation			
Direct Practice Assessment*	03	Intervention Planning & Strategies*	03
Agency-Based Education II*	03	Agency-Based Education III*	03
Soc. Work Practice with Communities & Organizations	03	Field of Practice	03
Advocating for Oppressed & Marginalized Comm.	03	Differential Diagnosis: Beyond Psychopathology	03
Research Methods & Data Analysis	03	Practice Evaluation	03
<b>TOTAL TERM CREDITS</b>	<b>15</b>	<b>TOTAL TERM CREDITS</b>	<b>15</b>
 <b>Term III</b> 			
Intervention With Select Clinical Problems *	03		
Agency-Based Education IV*	03		
Elective 1	03		
Elective 2	03		
Elective 3	03		
<b>TOTAL TERM CREDITS</b>	<b>15</b>		

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\*All practice methods courses must be taken concurrently with Agency-Based Education.

**NOTE:**

- Forty-five (45) credit hours are required for graduation with a cumulative 3.0 GPA.
- Agency-Based Education I and II require 16 hours per week in the field and 2 classes per week per term.
- Agency-Based Education III & IV require 20 hours per week in the field and 1 class per week per term.
- Field of Practice (FOP) courses are ONLY taken as electives during the students' advanced year (after the completion of 30 credit hours).



# Howard University MSW Student Handbook

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## CAP PRACTICE CONCENTRATION

<b>Term I</b>		<b>Term II</b>	
Program Orientation			
Direct Practice Assessment*	03	Organizational Management & Leadership*	03
Agency-Based Education II*	03	Agency-Based Education III*	03
Soc. Work Practice with Communities & Organizations	03	Field of Practice	03
Advocating for Oppressed & Marginalized Comm.	03	Differential Diagnosis: Beyond Psychopathology	03
Research Methods & Data Analysis	03	Practice Evaluation	03
<b>TOTAL TERM CREDITS</b>	<b>15</b>	<b>TOTAL TERM CREDITS</b>	<b>15</b>
 <b>Term III</b>			
Socially Just Policy Practice *	03		
Agency-Based Education IV*	03		
Elective 1	03		
Elective 2	03		
Elective 3	03		
<b>TOTAL TERM CREDITS</b>	<b>15</b>		

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\*All practice methods courses must be taken concurrently with Field Education.

NOTE:

- Forty-five (45) credit hours are required for graduation with a cumulative 3.0 GPA.
- Agency-Based Education I and II require 16 hours per week in the field and 2 classes per week per term.
- Agency-Based Education III & IV require 20 hours per week in the field and 1 class per week per term.
- Field of Practice (FOP) courses are ONLY taken as electives during the students' advanced year (after the completion of 30 credit hours).

# Howard University MSW Student Handbook

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## MSW CURRICULUM DESIGN MATRIX- PART-TIME ADVANCED STANDING PROGRAM Six Terms – 2 Years

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### DIRECT PRACTICE CONCENTRATION

Term I		Term II	
Program Orientation		Direct Practice Assessment*	03
Advocating for Oppressed & Marginalized Comm.	03	Agency-Based Education II*	03
Research Methods & Data Analysis	03	Soc. Work Practice with Communities & Organizations	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>09</b>
Term III		Term IV	
Intervention Planning & Strategies*	03	Intervention With Select Clinical Problems *	03
Agency-Based Education III*	03	Agency-Based Education IV*	03
Differential Diagnosis: Psychopathology	03	Elective 1	03
<b>TOTAL TERM CREDITS</b>	<b>09</b>	<b>TOTAL TERM CREDITS</b>	<b>09</b>
Term V		Term VI	
Practice Evaluation	03	Elective 2	03
Field of Practice	03	Elective 3	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>

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\*All practice methods courses must be taken concurrently with Agency-Based Education.

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## CAP PRACTICE CONCENTRATION

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<b>Term I</b>		<b>Term II</b>	
Program Orientation		Direct Practice Assessment*	03
Advocating for Oppressed & Marginalized Comm.	03	Agency-Based Education II*	03
Research Methods & Data Analysis	03	Soc. Work Practice with Communities & Organizations	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>09</b>
<b>Term III</b>		<b>Term IV</b>	
Organizational Management & Leadership*	03	Socially Just Policy Practice *	03
Agency-Based Education III*	03	Agency-Based Education IV*	03
Differential Diagnosis: Beyond Psychopathology	03	Elective 1	03
<b>TOTAL TERM CREDITS</b>	<b>09</b>	<b>TOTAL TERM CREDITS</b>	<b>09</b>
<b>Term V</b>		<b>Term VI</b>	
Practice Evaluation	03	Elective 2	03
Field of Practice	03	Elective 3	03
<b>TOTAL TERM CREDITS</b>	<b>06</b>	<b>TOTAL TERM CREDITS</b>	<b>06</b>

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\*All practice methods courses must be taken concurrently with Agency-Based Education.

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## **MSW ACADEMIC STANDARDS**

### **ACADEMIC INTEGRITY**

All enrolled students are required to demonstrate academic integrity and demonstrate the behaviors (class attendance, completion of assignments) for the professor's assessment and evaluation of their performance of the course. At the end of the course, students have the opportunity to evaluate both the course and the instructor.

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. The Howard University Academic Code of Student Conduct is published in the Student Handbook and specifically defines and addresses the academic infractions such as academic cheating and plagiarism and the associated penalties. <https://studentaffairs.howard.edu/student-handbook> University-approved software is used to detect academic infractions, thus, students should be diligent in the proper documentation of all class materials.

### **MINIMUM CUMULATIVE GRADE POINT AVERAGE**

Students must achieve a minimum 3.0 cumulative grade point average (B) on the 4.0 point system to establish and maintain good academic standing and graduate. All students are expected to maintain a 3.00 term average.

### **MAXIMUM "C" CREDIT HOURS**

Students cannot graduate with more than 6 credit hours of "C" regardless of the overall Grade Point Average (GPA).

### **REPEATING COURSES**

A student who receives a grade of "C" in a course may repeat that course to improve the grade. Any student receiving a grade below "C" must repeat the course. Students may only repeat a course in which they received a grade of "C" or below one time. Upon request from the student, the lowest grade with its credits will be discounted in calculating the student's cumulative average. In the event of two identical low grades, only one shall be discounted.

# Howard University MSW Student Handbook

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## ACADEMIC PROBATION/DISMISSAL

A student who fails to maintain a 3.00 grade point average for one term is placed on academic probation. Students on academic probation are required to meet with their academic advisor or designee to develop a plan to overcome barriers to successful completion of the program. If the student achieves at least a 3.00 term average the following term, probation status is removed.

Students who incur academic probation for **two** consecutive terms will be academically dismissed. Students who have a cumulative grade point average below 3.0 for two consecutive terms will be academically dismissed. Students who accumulate more than six (6) credit hours of grades below "B", "C" or lower grades, will be academically dismissed.

Students who are academically dismissed must be absent for a minimum of **one** term following dismissal before applying for readmission to the School. Upon re-entry, students must repeat enough courses in which grades of "C" or lower were earned to meet the required cumulative Grade Point Average (GPA) of 3.00. Students who are dismissed a second time for academic failure will be dismissed permanently.

## **ACCESSIBILITY SERVICES**

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and in accordance with other pertinent federal, state, and local disability and antidiscrimination law. The University, through its Office of Student Accessibility, will engage in the interactive process to assist students with disabilities to ensure equal access to course material and the educational program. Students, who want to self-report a disability and request accommodations relative to their disabilities must officially apply through the Office of Student Accessibility at the time of initial enrollment or at any time during their enrollment at Howard University. It is strongly encouraged that students with disabilities contact the Office of Student Accessibility before the beginning of the academic year to ensure that appropriate services can be established. Students are not required to self-disclose their disability; however, to

## Howard University MSW Student Handbook

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receive accommodations from the University, they must apply for accommodations through the Office of Student Accessibility in accordance with established procedures.

Additional information can be found on following website:

<https://studentaffairs.howard.edu/Accessibility> or you may call the Office of Student Accessibility at 202-238-2424.

### **TIMELY NOTIFICATION TO FACULTY REGARDING ACCOMMODATIONS**

Within the School of Social Work, all students requesting accommodations should inform and provide an approved accommodations letter from the Office of Student Accessibility. Although students can apply for accommodations at any time, it is advisable to request them as early in the term as possible, given that the Office of Accessibility needs time in order to properly engage in the interactive process and accommodations, once granted, are not retroactive.

### **STATEMENT ON TITLE IX**

Howard University takes all forms of sex-based harassment including sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that they have experienced any of these issues, all Responsible Employees, which includes faculty, are required to share this information with the University Title IX Office ([titleix@howard.edu](mailto:titleix@howard.edu) / 202 806-2550). If a student shares that they are pregnant or have pregnancy-related concerns, all employees MUST provide the student with the contact information for the Title IX Office ([titleix@howard.edu](mailto:titleix@howard.edu) /202-806-2550). For more information about these services, please go to <https://howard.edu/title-ix>.

## **COURSE REQUIREMENTS AND STUDENT RESPONSIBILITIES**

Faculty are required to provide all students with a course syllabus and schedule at the beginning of each term. The syllabus must include an explanation of course objectives and expectations, assignments and grading criteria for the course.

### **ADVISING SYSTEM**

Each student is assigned a student success advisor and a faculty advisor following formal financial enrollment in the program. Advisors are responsible for assisting students in the integration of the total educational experience and for facilitating progress toward established educational goals.

The Student Success advisor:

- Serves as the first point of contact for program questions, comments, and concerns;
- Coaches the student to support their holistic growth throughout the program in areas such as time management, study habits/best practices, and balancing school and life;
- Communicates programmatic information and reminders to students, including program policies, registration reminders, upcoming course offerings, important dates and deadlines, and coordinating access to program and university resources.

The Faculty advisor:

- Helps the student plan an education program during the registration period, helping in the selection of appropriate courses, acquainting the student with content areas, outlining the expectations facing the student;
- Discusses academic progress with student, including long-term academic progress impact (track overall progress); ensures student completes all required courses to be eligible to apply for graduation
- Provides academic counseling when the student is experiencing stressful situations in the learning process;
- Consults, as necessary, with all instructors of a student about behavior and performance levels, then reviews periodically with the student the total learning experience, including areas of strengths and areas needing improvement. When the student is not meeting expectations, the advisor carries primary responsibility for discussing the matter with the student, preparing a written report summarizing the nature of the problem and other relevant information and helping in the resolution of the problem;

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- Clarifies and continues discussion with the student about the School's philosophy, goals, and professional values; mediates on behalf of the student to find appropriate solutions to problem situations involving the educational system; supports and protects the rights of students such as informing them of grievance procedures;
- Encourages and consults with students in the preparation of an electronic portfolio that summarizes the student's academic plan, field experiences and extracurricular experiences. Meets with students on academic probation and assists them with developing a plan to eliminate barriers to success.

### ONLINE CLASSROOM LEARNING ENVIRONMENT

Within the Howard University School of Social Work, a positive learning environment in the virtual classroom is critical to student success. Thus, all students are required to conduct themselves in a manner that respects the individual and collective members of the class. Due to the nature of online learning, it is important to recognize that the student is bringing their home to the classroom, rather than believing that the classroom is being brought to their home. Students should arrive to the online classroom in the same manner that they would arrive to an in-person class. Students are expected to conduct themselves in online classes with respect, politeness and professionalism.

Appropriate environments for the online classroom are quiet areas that are not being used or accessed by people who are not enrolled in the class, including family members, partners, children or friends. Students should not be engaged in activities that are distracting, such as preparing meals, babysitting, attending to pets, or driving. Students who are unable to participate in a distraction-free environment should notify the instructor prior to class and inform them that they will absent from the class that day.

Students are to report to classes on time. Late arrivals are distracting to the class and negatively impact the learning environment. Recording of class lectures is at the discretion of the faculty. The use of the chat function during class and its content criteria is at the discretion of the instructor.

### WRITING MATTERS

Writing is an essential tool of thinking and communicating in social work. Therefore, in this course you are expected to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with rules of Standard English in accord with the *Publication Manual of the American Psychological Association* (7th



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Edition). If your writing does not meet these standards, your grade will be lowered. For assistance with your writing, a helpful resource can be found at <http://careers.socialworkers.org/documents/WritingSkillsLL.pdf>

### **VIRTUAL ENVIRONMENT REQUIREMENTS**

Students must have a laptop or desktop to participate in remote learning. In addition, students must have access to a reliable internet and connectivity system. Smart phones do not always allow for an optimal virtual learning experience. Students should identify a primary place that supports virtual learning free from distractions and disruptions.

### **SYNCHRONOUS CLASSES**

The synchronous format provides a virtual online classroom environment at a regularly scheduled day and time via a learning management platform such as Zoom. As full audio and visual student participation is essential to instruction, students are required to be on-camera during all classes. This requirement is a fundamental component of the curriculum as it facilitates student's active contributions, peer-to-peer interactions, and interactive problem-solving sessions that are critical for a collaborative learning environment. Moreover, active learning strategies such as group discussions, and problem-solving exercises necessitate visual presence in the classroom for the full educational benefit during online, synchronous class sessions. Students are encouraged to use virtual backgrounds if there are expressed concerns about home environments.

Students are expected to attend every synchronous session for the classes in which they are enrolled. Students are expected to remain online during the entire class, unless the faculty has been informed that the student needs to leave early. Students are expected to be dressed during virtual/remote learning in the same fashion as if they were attending class in person.

# Howard University MSW Student Handbook

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## **CHANGE OF PROGRAM**

If a student is enrolled in a course and wishes to change to another course, they must make the change during the add/drop period. The last day for such a change is provided in the MSW Online Academic Calendar.

## **WITHDRAWAL FROM A COURSE**

With the permission of the faculty advisor, a student may withdraw from courses up to eight weeks after the first day of instruction and receive a grade of "W." No withdrawal is permitted after the date set by the Registrar's Office, as indicated in the Academic Calendar.

## **TOTAL WITHDRAWAL FROM THE UNIVERSITY**

A student who plans to drop all classes after the add/drop deadline set forth in the Academic Calendar must engage their advisors to initiate the Total Withdrawal process. A Total Withdrawal must be completed, even if the student plans to return the following term. A series of forms must be completed and signed by various University officials before the Total Withdrawal process is completed. The Total Withdrawal Procedure is available at <https://catalogue.howard.edu/total-withdrawal-procedure>

## ACADEMIC EVALUATION

MSW students are evaluated in class and field education by letter grades based on their performance.

### GRADING

The following grading system is used at Howard University School of Social Work: A

	excellent scholarship (90 and above)
B	good (80-89)
C	fair (70-79)
D	poor (60-69)
F	failure (below 60)
W	withdrawal (no grade value)
I	incomplete

### CALCULATING GRADE POINT AVERAGES

The grade point is determined by multiplying the number of credit hours of the course by the point value yielded by the grade received for the course. Points are: A = 4; B = 3; C = 2; D = 1; F = 0; W is not calculated. The grade point average is computed for all courses attempted, including courses repeated.

### INCOMPLETE GRADES

The grade of "I" indicates that the work performed, otherwise satisfactory, was incomplete at the time of the report. Incomplete grades are only offered where unusual or extenuating circumstances have occurred that prevent student from completing course requirements. Faculty members may request documentation to support the request. When an incomplete grade is given, an alternative grade must be reported with the "I" –except for field education courses– and is calculated in the grade point average. **Students must make up all incomplete grades no later than the last day of the next term in residence after the "I" is received, except when entering a course which has as its prerequisites the course in which the incomplete grade was given.** In that event, the incomplete grade must be removed within **two** weeks of the starting of the next term in residence. Failure to comply with this requirement will result in the alternate grade becoming the final grade. Requests for an extension of the period to remove the "I" must be made in writing to the Associate Dean or dean's designee at least (10) days prior to the last day of class.

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# Howard University MSW Student Handbook

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## COMPLETION OF DEGREE REQUIREMENTS

MSW degree requirements may be completed in two years of full-time study. Advanced Standing students may complete the degree in one and one-half years of full-time study. The MSW must be completed within **four** years. There is a residency requirement for full-time enrollment for one academic year (minimum 9 hours each term). A minimum of 60 credits with a cumulative GPA of 3.0 is required for the regular MSW program. A minimum of 45 credits is required for the Advanced Standing program.

## **STUDENT RIGHTS, RESPONSIBILITIES, AND GOVERNANCE**

The School seeks to develop and maintain an atmosphere for students which encourage freedom of expression and scientific inquiry in the pursuit of greater knowledge and understanding of human behavior and human needs. An environment in which students' learning needs and expectations are met is one which frees learners for greater investment in scholarly activity. The desired result is that the welfare of individuals, groups and society in general will be better served.

## STUDENT COUNCIL ASSOCIATION

The Student Council Association (SCA) of the School of Social Work has existed for over 30 years and is a member of the Graduate Student Assembly, which is represented in the University-wide Howard University Student Association (HUSA). Students in all programs of the School are encouraged to participate in the process of student council in these organizations. In the Spring of each academic year, students elect officers for Student Council Association. The entire student body is eligible to vote in this election, which is guided by the Constitution and Bylaws of the School of Social Work Student Council Association. Many students are involved in student council, recommending policies to the administration of the School, planning activities for the student body and implementing a program of community service. Students may contact the SCA by E-mail at [Hussweboard@gmail.com](mailto:Hussweboard@gmail.com)

## COMMITTEE REPRESENTATION

The By-Laws of the School of Social Work mandates in Article VI that "elected student representatives shall serve as voting members of all standing policy development committees, except the Appointments and Promotions Committee, Grievance Committee, and Sabbatical Leave Review Committee." Student participation is

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## Howard University MSW Student Handbook

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encouraged on all other committees. Every effort is made to arrange meeting times that do not conflict with student classes and Agency-Based Education. Sometimes it is necessary to request that students be excused from field education for a short period to attend policy-making committee meetings. To maximize student involvement in governance, the associate dean holds meetings with identified cohorts of students to ensure that their voice is heard. Also, there is an advisory student group that meets at a minimum once per term with the Associate Dean for Academic and Student Advancement.

### **PROFESSIONAL ASSOCIATIONS**

Students are encouraged to join and participate in local chapters of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW), along with the Council on Social Work Education (CSWE) and other professional organizations. Information about membership is provided in Fall, Spring and Summer during new student orientations.

### **ACADEMIC AND PROFESSIONAL CODE OF STUDENT CONDUCT**

Howard University is a community of scholars composed of faculty and students, both of whom must hold the pursuit of learning and search for truth and standards of professional conduct in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities both in and outside of the classroom.

Our standards allow no place for academic dishonesty or professional misconduct, regardless of any seeming advantage or gain that might accrue from such dishonesty or misconduct. To better assure the realization of this goal, any student enrolled in the MSW degree program may be disciplined for the academic infractions and professional misconduct defined below.

## ACADEMIC INFRACTIONS

### 1. **Academic cheating**

- any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid.) Cheating includes but is not limited to:
  - the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
  - fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
  - falsification of papers, official records, or reports;
  - copying from another student's work;
  - actions that destroy or alter the work of another student;
  - unauthorized cooperation in completing assignments or during an examination;
  - the use of purchased essays or term papers, or of purchased preparatory research for such papers;
  - submission of the same written work in more than one course without prior written approval from the instructors involved;
  - dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

### 2. **Plagiarism**

- (to take and pass off intentionally as one's own ideas), writings, etc., of another, without attribution (without acknowledging the author);

- Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one's own. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

### 3. **Artificial Intelligence (AI)**

- Although the use of artificial intelligence (AI) is becoming more popular in the business world, as members of an academic community, we must be prudent in our usage of this technology. AI does not replace the critical thinking needed to assess today's current societal problems through the lens of the Black Perspective. AI does not replace original ideas.
- As such, the School of Social Work does not endorse, condone or accept the use of AI for the completion of student assignments.
- Students should be aware that software to detect AI may be used by any instructor for any and all assignments.
- Assignments with more than 20% detectable AI content will be considered plagiarized, with the associated penalties.
- Instructors identifying AI content in students' work may not simply state that AI was found, but are obligated to share the actual report of any software detection with the student.
- Students alleged to have used AI inappropriately have a right to dispute these allegations.

### 4. **Collusion**

- defined as assistance or an attempt to assist another student in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

### 5. **Other breaches of academic integrity include:**

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;

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- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data; the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.
- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

### **SANCTIONS FOR ACADEMIC INFRACTIONS**

The minimum disciplinary penalty imposed upon a student found to have committed an academic infraction shall be no credit for the course assignment or examination in which the infraction(s) occurred; however, a more severe penalty, such as failure in the course involved or suspension from the University, may be imposed depending upon the nature and extent of the infraction(s).



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# Howard University MSW Student Handbook

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## PROFESSIONAL MISCONDUCT

It is expected that student professional conduct will be in concert with and supportive of the University's central purpose and core values that include honesty, integrity, responsibility, and respect for persons and property. Further, all MSW students are expected to abide by and conduct themselves in a manner that is consistent with the *National Association of Social Workers' Code of Ethics*. This include/es interactions with faculty, staff, peers, clients, and field education personnel.

The *NASW Code of Ethics* delineates guidelines, principles, and standards for professional conduct and is utilized in determination of professional misconduct. MSW students are expected to become familiar with and embrace the standards and expectations set forth by this code of ethics. Copies of the code are distributed each term during orientation for new students. Copies of the code may be obtained from the Associate Dean for Academic and Student Advancement or dean's designee and the School of Social Work Admissions Office. The code may also be obtained from the NASW website, <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## BREACHES OF STUDENT PROFESSIONAL CONDUCT

Breaches of student professional conduct include:

- **Violations of the *NASW Code of Ethics*** that if performed by a professional social worker could result in professional sanctions or revocation of professional licensure.
- **Alcoholic beverages and drugs and controlled substances**
  - The University prohibits the unauthorized possession, use or distribution of alcoholic beverages or drugs. The University enforces all local and federal laws or regulations that regulate and control the sale or use of alcohol and drugs.
- **Assault:** any willful attempt or threat to inflict injury upon the person of another, when coupled with an apparent present ability to do so, and any intentional display of force that would give a reasonable person a reason to fear bodily harm
- **Battery:** An encounter in which one person threatens to initiate and/or actually engages in physical contact with another person through use of weapons, body parts or other objects, use of blows or other acts of violence that may include pushing, shoving and other acts of physical abuse.

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- **Discrimination**

- Engaging in verbal or physical behavior that, according to a person of reasonable sensibilities, is likely to create an intimidating or demeaning environment that infringes upon the ability of other students, faculty and/or staff to access or receive the educational benefits available to them as a member of the University community. The University prohibits such behavior directed at an individual or group based upon a protected class. Protected classes include: national origin, race, color, age, gender, ethnicity, disability, creed, religious beliefs, political affiliation, personal appearance, family status, sexual orientation, gender identity or gender expression. The code also prohibits hate crimes. Wearing articles of clothing with derogatory, racist, discriminatory, patently offensive, profane, sexually explicit, or graphic messages, either in words or pictures, which demonstrate bias or discrimination against any individual or group within the University community.

- **Disruptive Conduct**

- Acting in a manner that impairs, interferes with or obstructs the orderly conduct, processes, or functions of the University or that interferes with or negatively impacts any person or persons in the classroom or on University owned or operated property or at any University-sponsored event.
- Student behavior, communications, and/or attire may be considered disruptive to the University and/or to members of the University community.
- Disruptive conduct may also include the wearing of apparel or clothing that is lewd, lascivious, profane or sexually explicit and/or attire that conveys messages in print or in picture form that are profane, vulgar, patently offensive, racist or discriminatory and disrupts any aspect of the daily operations of the University.

- **Domestic and Dating Violence**

- A pattern of controlling behaviors used by one partner to control the other partner. There are many forms of dating and domestic violence:
  - (1) Physical Abuse - Dating and domestic violence that includes, but is not limited to, hitting, shoving, slapping, pushing, punching, burning, and stabbing. It can also include withholding someone from receiving needed medical care or medication.
  - (2) Sexual Abuse - Dating and domestic violence that includes, but is not limited to, forced sex, or forcing someone to have sex without protection, with an object, or with another person.
  - (3) Psychological and Emotional Abuse - Dating and domestic violence

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that includes, but is not limited to, controlling someone's behavior or actions, isolating a person from friends and family, making threats against a person, their family, friends, colleagues, or pets, using social media to make threats, and verbal abuse.

(4) Economic Abuse - taking a partner's money, or not allowing a person, or disrupting a person's ability, to work or go to school.

- **Sexual Assault**

- Any act of vaginal or anal intercourse or penetration, however slight, by a person's penis, finger, other body part or object; oral-genital contact; or intentional touching of a person's breasts, buttocks, groin, genitals, or other intimate parts without consent. Touching may be over or under clothing and may include the Respondent touching the Complainant, the Respondent making the Complainant touch the Respondent or another person, or the Respondent making the Complainant touch the Complainant's own body.

- **Stalking**

- A course of conduct that is unwanted, unwelcome and unreciprocated that is directed at a specific person that would cause a reasonable person to feel fear, to experience substantial emotional distress, or to fear for their safety or the safety of a third party such as a family member, friend, colleague, or pet. Acts that together constitute stalking may be direct actions or may be communicated by a third party, and can include, but are not limited to, threats of or actual harm to self, others, or property; pursuing or following; non-consensual (unwanted) communication by any means; unwanted gifts; trespassing; and surveillance or other related types of observation. Stalking also includes cyber-stalking through electronic media, such as social networks, blogs, cell phones, or text messages. Additional examples of stalking behaviors include but are not limited to: (1) Waiting outside a person's class or residence; (2) Sending unwanted letters, phone calls, emails, texts, posts to a person; (3) Sending information to others about the person; or (4) Tracking the person's computer and internet use.

- **Forgery, Fraud, Dishonesty**

- Forging the name of a University employee, another student or any other person or entity, altering or misusing any official Faculty, Staff or University forms, documents, records, stored data, electronic data bases, websites, webpages, University enterprise systems, or knowingly furnishing false information to University Officers, Officials, Faculty and/or employees or providing such 116 information involving or referring to the University in off-campus organizations, institutions, or individuals is strictly prohibited.
- Making false statements in public or private, including knowingly filing false charges under this Code is also a violation. Aiding and abetting another

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individual in any of the conduct referenced above also constitutes a violation of this provision.

- Unauthorized and unsanctioned use of the University name, logo and/or seal are also strictly prohibited under this Code. The University has registered its name, logo and seal as trademarks; therefore, they are property of the University and protected under applicable federal and local laws. Students may not use the seal, logo(s), motto, trademarks, or other intellectual property of the University without express written permission from the University's Office of General Counsel. Authorized student organizations must be pre-approved by the office of Licensing and Vending to reproduce these marks and/or to have a manufacturer reproduce the University trademarks on merchandise for sale or distribution. The use of the University seal is restricted and can only be used to authenticate the highest level of official University documents and be displayed during major ceremonies. On very rare occasions, exceptions to this general rule regarding the University seal are made. All requests to use the seal are considered on a case-by-case basis, only after a formal written request and justification for use are submitted to the Office of the President or the Office of the General Counsel

- **Harassment**

- Engaging in verbal, electronic, visual, written or physical behavior directed at an individual or group that, in the view of a reasonable person, is likely to provoke or otherwise result in a negative or injurious response, mental or emotional distress, or related reaction or consequence.

- **Bullying or Cyber Bullying**

- Unwanted, aggressive and/or hostile behavior, from an individual or group that involves a real or perceived power imbalance and that is intended to humiliate, mentally or physically injure or intimidate and/or control another individual or group of individuals. Bullying can be one single act or can be repeated behavior that occurs over the course of time. Bullying includes, but is not limited to, actions such as making verbal or written threats, spreading rumors, attacking someone physically or verbally and marginalizing and/or excluding someone from a group, event or activity.

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- Cyberbullying includes the use of technology, social networking sites, text and voicemail messages, emails, instant messages, personal websites and other forms of technology to make verbal or written threats, spread rumors, attack someone or marginalize and/or exclude someone from a group, event or activity. It is also the use of the above-mentioned mediums to support deliberate and hostile behavior that is intended to harm others.

**Note:** These academic and code of conduct policies are a subset of those found in the *Howard University Student H-Book* found on the University website which can provide more detailed descriptions of violations.

### **SANCTIONS FOR BREACHES OF PROFESSIONAL CONDUCT**

One or more of the following sanctions may be imposed for any violation of the code of conduct. Failure to perform or comply with a sanction, as directed, can lead to the imposition of more severe sanctions, up to and including suspension or expulsion.

The identified sanctions do not represent the full range of sanctions that may be imposed against a student found responsible for a violation of the code of conduct.

- Disciplinary Warning or Reprimand: an official written statement of censure used when a student's behavior is unacceptable but is considered to be minor and/or unintended. This sanction includes a warning that if the student is found guilty of any other violation of the University's Code, they will be subject to more severe disciplinary action.
- Letter of Apology to the Aggrieved Party
- Requirement to Seek Counseling
  - The student shall be required to provide evidence of attendance and completion of counseling by a qualified professional to the Dean of Student Services.
- Participation in, or conducting, Special Workshops, Classes or Seminars
- Research Assignments
  - A student may be required to complete a research assignment related to the code violation.
- Disciplinary Probation:
  - May be imposed for a specified period of time, not to exceed two years. Students receiving scholarships for any activities enumerated above may have that scholarship suspended, terminated or revoked.
- Limited Term Suspension
- Indefinite Suspension

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- Expulsion

**Note:** For more information concerning sanctions, please see the *Howard University Student H-Book*.

### **ADMINISTRATION OF THE ACADEMIC AND PROFESSIONAL CODE OF STUDENT CONDUCT**

The authority and responsibility for the administration of this Academic and Professional Code of Student Conduct and imposition of any discipline upon any student shall rest in the Dean and faculty of the School of Social Work. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School of Social Work that the Dean shall consider appropriate. In the School of Social Work, the Student Ethics & Review Committee, a standing committee, shall be appointed annually by the Dean.

### **STUDENT ETHICS & REVIEW COMMITTEE**

The Student Ethics & Review Committee is responsible for reviewing and developing recommendations and plans for students experiencing problems with academic or professional performance. Consistent with the By-Laws, the Student Ethics & Review Committee consists of seven regular members (five faculty and two student members). Faculty members are selected by the Dean. The Dean also designates the chair of the committee. To ensure that student rights are addressed, there are also student representatives who are voting members on matters related to policy and procedures development. However, student members are not allowed to participate in the deliberation of cases. When appropriate, representatives from the Office of International Students Services, or other university student support offices are involved.

To fulfill its role of assisting in developing appropriate educational plans, the Student Ethics & Review Committee conducts formal reviews of students who have been referred to the Committee by their advisors, faculty or staff because of academic or professional performance difficulties and/or violations of the Code of Academic and Professional Conduct. Additionally, the Student Ethics & Review Committee also conducts reviews that come before them of student-initiated concerns about unresolved instructional matters such as fairness, grading methods, cheating, professional misconduct, or related issues within/outside of the classroom.

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Situations brought to the attention of the Student Ethics & Review Committee will be reviewed in a timely manner, preferably at each monthly meeting, or at least 10 business days from the time of request for review. It may be necessary to meet with the student and advisor, other faculty, or appropriate persons to collect additional information. The student will be notified of the decision of the committee in writing within one week of the Committee's decision.

The student review process provides an opportunity for faculty to discuss their concerns about academic professional expectations with students. **Students who decline to participate in the student review process may be subject to sanctions, including preventing registration, academic suspension or dismissal from the program.**

### PROCEDURES FOR ADDRESSING BREACHES OF ACADEMIC AND PROFESSIONAL CONDUCT

All students must meet required standards of academic behavior for professional social work practice. As such, the Howard University School of Social Work requires all potential violations to be referred immediately to the Student Review & Ethics Committee.

1. Faculty aware of academic infractions and behaviors that violate the aforementioned academic violations shall send an email to the Chair within 24 hours of the infraction utilizing the *Student Review Referral Form* which outlines the nature of the infraction. Faculty must notify the student that a referral to Student Review has been made.
2. Upon receipt of the Student Review Referral Form, the Student Review & Ethics Committee shall notify the academic advisor that an allegation has been made. The advisor shall meet with the student within 24 hours of receiving notification in preparation for the Student Review & Ethics Committee meeting.
3. The Student Ethics & Review Committee shall meet within one week of receiving a referral, review the referrals, and make decisions of possible corrective actions which shall depend upon the level of the infraction.

Immediate action shall be taken in cases where:

- The student's behavior poses an imminent danger to clients, other students, faculty/staff, and/or self and others
- The student's behavior represents an egregious breach of university prohibitions. Students will be referred immediately to the proper university personnel which addresses these occurrences.

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If the student does not accept the decision of the Student Review & Ethics Committee, he/she may request that the proceedings and decision be reviewed by the dean. The student shall, with his/her advisor, present his/her concerns in writing along with the request. The dean may request additional information or meetings with appropriate persons. The student will be notified of the dean's decision within (10) days of the initial request for review unless there is a need for additional information. The student will be notified of the dean's decision within three weeks of the initial request. **The dean is the last recourse in the School of Social Work.**

### STUDENT CONCERNS & GRIEVANCES

Students having concerns about instructional matters such as fairness, grading methods, cheating, professional misconduct, or related issues within/outside of the classroom are encouraged to confer first with the instructor of the class and, if deemed necessary, with the instructor's sequence chairperson, the student's advisor, and the associate dean or dean's designee. If the matter is not resolved satisfactorily at these levels, the student and advisor may request that the matter be considered by the Student Review Committee.

Students are apprised of the procedures to address disagreements with actions related to their academic performance or continuation in the program. In accordance with established procedures, aggrieved students must first attempt to seek resolution with the other party involved in the dispute through informal means. The formal process is initiated only after efforts to address and resolve the grievance through informal means have been exhausted. Students are advised that formal appeal and grievance procedures begin with their advisors and proceed to the associate dean, Student Review Committee, and ultimately the dean. In situations where the party to the grievance is the advisor, the student should consult with the associate dean.

When the associate dean is the advisor, student should consult with the dean who will assign a faculty member to serve in role of advisor for the student.

### STUDENT GRIEVANCE PROCEDURES

Students who believe that they have been aggrieved will be referred to the Student Review Committee after

1. The student has attempted to resolve the situation with the other party in the dispute;



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2. If the situation cannot be resolved with the other party in the dispute, students should attempt to resolve the issue with their academic advisor who will refer the case to Student Review Committee after the advisor has:
  - a. Met with the student on an individual basis;
  - b. Met with the particular instructor(s) involved;
  - c. Met with the associate dean or designee; and
  - d. Obtained needed written assessments from other instructors.

Upon completion of the aforementioned steps, the advisor then prepares a written summary of these assessments and submits a written report to the Student Review & Ethics Committee. The Student Review & Ethics Committee will review and deliberate on the documentation provided and submit its findings to the dean, student and other party. If the student or other party does not accept the decision of the Committee, he/she may request that the proceedings and decision be reviewed by the dean. The student shall, with his/her advisor, present his/her concerns in writing along with the request. The dean may request additional information or meetings with appropriate persons. The student or other party will be notified of the dean's decision within 10 days of the initial request for dean's review unless there is a need for additional information. In any event, the student or other party will be notified of the Dean's decision within three weeks of the initial request. **The dean is the last recourse in the School of Social Work.**

### SPECIFIC STUDENT RIGHTS

In general, students have the right to expect instruction by qualified professionals, appropriate academic supports and resources, and to be treated with dignity and respect in their educational endeavors. Additionally, students are expected to achieve high standards of academic performance, exercise sound judgment, organize on their behalf, participate in governance and decision-making in the School, and to adhere to guidelines for conduct as articulated in the *School of Social Work Student Handbook*, *Howard University H-Book*, *Howard University International Student Handbook*, and the *NASW Code of Ethics*.

### HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK STUDENT RIGHTS

1. The right to instruction by qualified professionals
2. The right to appropriate academic supports and resources
3. The right to receive course syllabi and course assignments in a timely manner
4. The right to an explanation of academic expectations and grading criteria for each class
5. The right to have faculty present in class on a timely basis
6. The right to meet with faculty for individual consultation during scheduled times
7. The right to advisement for academic and school-related concerns from an assigned advisor
8. The right to have papers and assignments returned in a timely manner with appropriate comments and/or grades
9. The right to field education with qualified supervision
10. The right to fair and consistent grading
11. The right to inspect and review their own education records, , as set forth in the University's [Student Privacy Rights Policy](#)
12. The right to privacy in connection with their education records, as set forth in the University's [Student Privacy Rights Policy](#).
13. The right to be treated with dignity and respect in educational endeavors

**APPENDICES**

## MASTER OF SOCIAL WORK COURSES

\*Indicates Required Courses

The following is a list of approved courses in the MSW program. All courses are not offered every term or every year. Students will receive a schedule each term that identifies the course offerings. Students are also able to satisfy social work electives through taking approved courses in other graduate programs on campus and through the consortium.

### GENERALIST COURSES

**SWDS-101. \*Social Work Practice with Individuals, Families & Groups. 3 credits** (Generalist course) Focuses on the foundation of social work practice and processes from a generalist practice framework. Emphasis is placed on the introduction of social work knowledge, ethics, and values, promotion of social and economic justice, ecosystems, cultural competence, the problem-solving process, and development of the client/consumer-worker relationship. Explores the relevance of practice-informed research and research-informed practice in working with diverse individuals, families, and groups.

**SWDS-306. \*Direct Practice Assessment. 3 credits** (Generalist course)

Deepens understanding of concepts and principles introduced in SWDS 101, with emphasis on the assessment phase of the problem-solving process in direct practice. Field education experiences and theoretical concepts are integrated with focus on understanding and application of interviewing skills, values and ethics, ecological and strengths-based approaches, and goal setting and termination. Interventional strategies dealing with individuals and families are introduced in addition to selected knowledge from small group practice.

**SWHB-205. \*Human Behavior and the Social Environment. 3 credits** (Generalist course) Examines human growth and development through the life cycle using biological, psychological, sociological, spiritual, and cultural perspectives. Gives an introduction to: the family, the social systems model, personality theories and ego defense mechanisms. Emphasizes the various stages of lifespan development and understanding of biopsychosocial factors on human adaptation from conception

through death. Promotes an understanding of the Black Perspective and how this perspective informs human development and behavior. [Required for all students.]

**SWPS-318. \* Social Welfare Policy from the Black Perspective. 3 credits** (Generalist course) Provides the history, mission, philosophy, and evolution of social welfare policies and services that form the foundation of social welfare, specifically in relation to poverty, racism, and the needs of oppressed and marginalized populations from both a strengths and Black perspective using social policy frameworks and social work values and ethics. Examines African American and other social welfare pioneer exemplars, their efforts to influence and change social welfare policy and services, and their influence on contemporary programs and services in select Fields of Practice.

**SWPS-216. \*Advocating for Oppressed & Marginalized Communities. 3 credits** (Generalist course) Builds on content in SWPS-215 by promoting understanding of and competence in application of policy frameworks for analysis, formulation, advocacy, use of policy research through assessing context, intent, process and the impact of organizational, executive, legislative, and judicial decisions to advanced social and economic justice. Examines use of diverse strategies to create planned change in organizations and larger social systems for direct, community, administration and policy practice.

**SWPS-316. \*Social Work Practice with Communities & Organizations. 3 credits** (Generalist course) Deepens the conceptual base introduced in SWDS-101. Examines multilevel needs and strengths of diverse peoples, organizations, and communities. Focuses on community, organizational and administrative practice theories, assessment and approaches. Uses conceptual and practice models and cases to understand use of relationship, power and influence in macro practice. Explores leadership styles and roles as social workers practicing with communities and organizations.

**SWRS-205. \*Research Methods and Data Analysis. 3 credits** (Generalist course) Provides knowledge and understanding of research as a scientific process including methodology, formulation of research problem, sampling, measurement, and data collection procedures. Enhances analytical skills necessary to assess the validity of research literature. Introduces students to statistical skills and procedures, which can be used to enhance assessment, planning, execution and evaluation of interventions in social work practice. Students must also enroll in a one-hour Research Lab that provides them with the opportunity to gain hands-on literature review search and computer software such as SPSS that will be used in the classroom.

## COURSES REQUIRED FOR DIRECT PRACTICE CONCENTRATION

**SWDS-309. \*Intervention Planning and Strategies. 3 credits** (Advanced course)  
Develops advanced knowledge of social work planning and intervention strategies based on social work treatment theories and models for practice at the individual, family and group level. Selected approaches for social work interventions are examined to determine the basic assumptions of the model, theoretical underpinnings, nature and depth of problem identification and assessment, procedures, and processes appropriate for selected models, culturally competent application of the model, indications and contraindications for use, values and ethical considerations in intervention planning, and termination and evaluation. Concurrent enrollment in Agency-Based Education III (SWFI-336) required [Required for Direct practice concentration]. Prerequisites: SWDS-101, SWDS-306.

**SWDS-317. \*Intervention Strategies with Selected Clinical Problems. 3 credits** (Advanced course, Practice Methods IV) Integrates and expands knowledge, values and skills taught in previous courses. Emphasis is place on increasing knowledge and skills in making differential diagnoses for select clinical syndromes and selecting empirically-base, culturally appropriate treatment interventions and strategies. Develops understanding of neurotransmitters related to select clinical syndromes and knowledge of psychopharmacological medications for the treatment of clinical syndromes. Emphasis is placed on the identification and treatment of loss and grief issues that are most prevalent in fields of practice in urban settings and their relevance for diverse consumer populations. Concurrent enrollment in Agency-Based Education IV (SWFI-339) required. [Required for Direct practice concentration.] Prerequisites: SWDS-306, SWDS-309.

**SWHB-303. \*Differential Diagnosis: Beyond Psychopathology. 3 credits** (Advanced course)  
Builds upon knowledge gained in Human Behavior in the Social Environment course. Focuses on theoretical perspectives and clinical knowledge of clinical assessment and diagnoses of childhood and adult disorders. This is **NOT** a practice course with a focus on intervention. Emphasis is placed on the historical construct of mental health service delivery and the effect of racism on theory and classification as well as contemporary nosology with emphasis on the Diagnostic and Statistical Manual of Mental Disorders V and theoretical constructs to understand abnormal behavior from a biopsychosocial, culturally diverse viewpoint. Prerequisites: SWHB-205.

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### COURSES REQUIRED FOR COMMUNITY, ADMINISTRATION & POLICY PRACTICE CONCENTRATION

**SWPS-303. \*Organizational Management and Leadership. 3 credits** (Advanced course)

This is a methods course, required for all students in the Community, Administration and Policy Practice Concentration (CAPP). It builds on content acquired in the Social Work with Communities and Organizations course. The key topics of social work management and leadership will be presented in-depth as they apply to human service organizations and other organization types across both private and public settings. Students will acquire both theoretical understanding and skills on what it means to manage and lead as informed by the principles of the Black Perspective. This course builds upon knowledge and skills provided in Social Work with Communities & Organizations, Social Work and the Black Perspective and Advocating for Oppressed and Marginalized Communities. The purpose of this course is to provide social work students with the knowledge and skills to function as social work managers within the public and practice sectors. Students will be provided the opportunity to apply theories to contemporary management problems, assess their personal values and ethics, and improve their management skills through exercises and assignments. Pre-requisites: Social Work and the Black Perspective (formerly Social Welfare Policy and Services I), Advocating for Oppressed & Marginalized Communities (formerly Social Welfare Policy & Services II) and Social Work Practice with Communities & Organizations.

**SWPS-312. \*Socially Just Policy Practice. 3 credits** (Advanced course)

This course focuses on solidifying students' policy advocacy, expertise, and analysis, knowledge and skills and emphasizes the need for engaging in transformative social justice. This policy practice course exposes students to various methods of policy analysis and is designed for students to gain advanced knowledge on transformative social justice and related topics. Topics include ethics, a focus on action-based policy-making, analysis, and advocacy, key components of policy development, distinguishing between different kinds and levels of policies and regulations, as well as how to identify a policy problem, policy violence and structural issues (e.g., the impact of specific policies and the lack of accountability at the structural level), analyze and synthesize it, propose a social justice-informed solution, and take action. Pre-requisites: Social Work and the Black Perspective, Advocating for Oppressed & Marginalized Communities, Social Work Practice with Communities & Organization and Organizational Management and Leadership.

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**SWHB-303. \*Differential Diagnosis: Beyond Psychopathology. 3 credits** (Advanced course) Builds upon knowledge gained in Human Behavior in the Social Environment courses. Focuses on theoretical perspectives and clinical knowledge of clinical assessment and diagnoses of childhood and adult disorders. This is **NOT** a practice course with a focus on intervention. Emphasis is placed on the historical construct of mental health service delivery and the effect of racism on theory and classification as well as contemporary nosology with emphasis on the Diagnostic and Statistical Manual of Mental Disorders V and theoretical constructs to understand abnormal behavior from a biopsychosocial, culturally diverse viewpoint. Prerequisites: SWHB-205.

### ADVANCED RESEARCH COURSE

**SWRS-305. \*Practice Evaluation. 3 credits** (Advanced Course) Builds on knowledge and skills of the core research course, "Research Methods and Data Analysis." Course content provides advanced-level knowledge and skills that prepare students to develop, use, critically assess, and effectively communicate empirically based knowledge in developing and evaluating practice and human service programs. It develops skills in using key evaluative methods that measure the need, effectiveness, fairness, and efficiency of various interventions in achieving stated objectives and desired outcomes for various stakeholders with particular focus on at risk populations design and conduct evidenced-based interventions appropriate for their method of practice and specialized field of practice. Prerequisites: SWRS-205. [Required for all students.]

### FIELDS OF PRACTICE SPECIALIZATIONS COURSES

There are two fields of practice specialization (FOPS) courses. Each student is required to select one field of practice specialization and take one course in that specialization during the second year. FOPS courses must be taken concurrently with Practice Methods III and Agency-Based Education III, respectively. Also, all Fields of Practice Courses (other than declared specialization) can be taken as electives in the advanced year.

#### **SWPS-430. Family Strengths & Vulnerabilities: Social Work Practice in Child Welfare. 3 credits**

Examines the state and condition of the family as an institution in American society focusing on social forces and practices that impinge upon the family. Focuses on individual, familial, and societal forces that influence the welfare of children within the American society. Explores institutional delivery systems in which child welfare



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practice occurs. Examines current legal and administrative mandates that impact the development of child welfare policies through the lens of the Black Perspective.

### **SWPS-432. Beyond Diagnosis: Behavioral Health Across the Life Course. 3 credits**

Examines historical and contemporary knowledge and theory about mental health, mental health settings, and the contextual relationship with social work. Considers the impact of race, ethnicity, social class, age, gender, and other demographic and sociocultural variables on our understanding and response to mental health and mental disorders.

### **AGENCY-BASED EDUCATION COURSES**

#### **SWFI-204. \*Agency-Based Education I. 3 credits**

First of four required Agency-Based Education courses in regular sixty (60) hour degree program. Focuses on integration of foundation knowledge and practice skills for beginning generalist practice. Requires completion of 233 clock hours. Concurrent enrollment in Practice Methods I course required.

#### **SWFI-205. Agency-Based Education II. 3 credits**

Second of four required Agency-Based Education courses in regular sixty (60) hour degree program. First of three Agency-Based Education courses in Advanced Standing program. Focuses on integration of differential foundation knowledge and practice skills. Requires completion of 223 clock hours, for regular students. Requires 233 clock hours for advanced standing students. Concurrent enrollment in Practice Methods II course required. Prerequisites: SWFI- 204.

#### **SWFI-338. Agency-Based Education III. 3 credits**

Third of four required Agency-Based Education courses in regular sixty (60) hour degree program. Second of three required courses in advanced standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Field of Practice specialization. Requires completion of 272 clock hours. Concurrent enrollment in Practice Methods III course required. Prerequisites: SWFI-205.

#### **SWFI-339. \*Agency-Based Education IV. 3 credits**

Fourth of four required Agency-Based Education courses in regular sixty (60) hour degree program. Third of three required courses in Advanced Standing program. Focuses on integration of advanced knowledge and practice skills in chosen Practice Method concentration and Field of Practice specialization. Requires 272 clock hours. Concurrent enrollment in Practice Methods IV course required. Prerequisites: SWFI-339.

## CURRENT ELECTIVE COURSES

### *DIRECT PRACTICE ELECTIVE COURSES*

*(Direct practice Prerequisites required)*

**SWDS-313. Therapy with Children and Adolescents. 3 credits** (Advanced Elective)) Focuses on understanding child development, parenting, and parent-child relationship, assessment, and providing therapy for children exhibiting emotional and behavioral problems, as well as their families or care givers. (Elective). Prerequisites: SWDS-305.

**SWDS-314. Group Therapy. 3 credits** (Advanced Elective)

Examines core mechanisms of changes which cut across or are common to the various group therapy approaches and are intrinsic to group processes and functioning as well as those elements, which differ among the approaches. Explores such factors as membership composition, purposes, group structure, interventive techniques and evaluation procedures. Examines various these approaches in relation to their relevance and applicability to the diverse populations currently receiving services in the myriad of agencies offering social work services. Particular attention is given to the relevance of the various group approaches for African Americans and other oppressed groups: ethnic groups of color, women, LGBT clients, persons with disabilities, children, and older adults.

### *COMMUNITY, ADMINISTRATION AND POLICY PRACTICE ELECTIVE COURSES*

**SWPS-222. Advanced Community Organizing. 3 credits** Examines a range of historical and contemporary models of community organization practice methods, and values ethics, and skills involved in leadership roles. Emphasizes strategies and tactics for empowering groups and organizations through planned change to promote social and economic justice.

**SWPS-421. Seminar in Advanced Social Policy Analysis. 3 credits** Examines diverse models of social policy analysis used in the policy process. Emphasizes the use of diverse policy analysis tools to understand and critique social policy. Topic areas are determined by the professor teaching the course.

**SWPS-319. Substance Use and Misuse. 3 credits (Elective)**

Provides an understanding of the widespread use and misuse of alcohol, tobacco and other drugs (ATOD). Explores the dynamics of addictions as they are manifested at the individual, family, group and community levels. Current theories of addiction are explored along with strengths-based methods of assessment, prevention, and intervention in a variety of state, local, and private addictions agencies. Focus on the historical, biopsychosocial, and legal implications of drug abuse, including the controversial link between addiction and criminalization in the African American community. The impact of drug policies on African Americans, other oppressed groups, and high-risk populations are examined within the context of empowerment, social justice and relevant concepts.

*HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT ELECTIVE COURSES*

**SWHB-310. Human Sexuality. 3 credits (Elective)**

Offers an introduction to selected, empirically based biological, sociological, cultural, psychological theories and research on human sexuality. Focuses on sexual development throughout the life span (childhood to old age) with consideration given to perspectives (historical and current) and treatment of sex and sexuality.

Examines the relationship between human sexuality, physical and emotional disability, service delivery, societal attitudes and values, and the impact of discrimination, oppression and economic injustice.

**SWHB-330. Race, Class and Gender. 3 credits (Elective)**

Explores race, class and gender as interrelated biological, social, psychological, historical and power-based constructs using social work values and ethics as undergirding principles. Examines theories and models of racial and multicultural identity and adaptation, and worldview formation. Focuses on feminism, male role studies, sexual identity, spirituality, diversity, cultural competency in relation to social policy and social justice.

**THE ALMA MATER**

Reared against the eastern sky  
Proudly there on hilltop high,  
Far above the lake so blue  
Stands old Howard firm and true.  
There she stands for truth and right,  
Sending forth her rays of light,  
Clad in robes of majesty;  
O Howard, we sing of thee.

Be thou still our guide and stay,  
Leading us from day to day;  
Make us true and leal and strong,  
Ever bold to battle wrong.  
When from thee we've gone away,  
May we strive for thee each day  
As we sail life's rugged sea,  
O Howard, we sing of thee.

- Words, J. H. Brooks, 1916  
- Music, F. D. Malone, 1916