



TCU Department of Social Work

Master of Social Work Program Handbook



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TEXAS CHRISTIAN UNIVERSITY
www.tcu.edu

Department of Social Work Contact Information

Harris College of Nursing and Health Sciences

Website: www.socialwork.tcu.edu

Mailing Address:
TCU Box 298750
Fort Worth, TX 76129

The TCU Department of Social Work has been committed to excellence in preparing generalist Social Work practitioners since its inception in 1975. As the University has grown and modified its mission, so has the Department. Both the University and the Department emphasize ethical behavior, life-long learning, service to the community, and the importance of a knowledge base. Social Work has long been viewed as the conscience of the University and as specifically applying the University mission in its educational process. The University values dignity, respect, inclusiveness, tolerance, and ethical leadership qualities consistent with Social Work values.

The Master of Social Work Program mission is consistent with the Social Work profession's purpose and values and the program's context. The mission of the TCU MSW Program is to prepare highly competent, ethical, and culturally-responsive advanced generalist social workers.

TCU Mission

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

TCU Vision

To create a world-class, values-centered university experience for our students.

TCU Core Values

TCU values integrity as the foundation of learning, discovery, and ethical leadership; engagement that impacts personal and academic growth; community and a culture of belonging; and excellence in our pursuit of the greater good.

Harris College Of Nursing and Health Sciences Mission

The mission of the Harris College of Nursing and Health Sciences is to impact global health through equitable, accessible and inclusive education, scholarship and innovation.

Department of Social Work Mission

Through experiential learning opportunities, innovative research, and student-focused mentoring, the TCU Department of Social Work prepares competent, ethical, culturally-responsive social work leaders. We train our students to critically interrogate structural inequities, apply a trauma-informed approach, and advocate for social change with local and global communities. By doing

so, the Department equips graduates to partner with diverse populations, specifically those who endure marginalization and oppression, to promote an equitable and just society.

TCU MSW Program Mission

The TCU MSW Program prepares highly competent, ethical, and culturally-responsive advanced generalist social workers. Through our hands-on approach to teaching, research, and mentorship, students are prepared to challenge structural inequities, implement trauma-informed approaches, and lead social change at the micro, mezzo, and macro levels of practice. Program graduates are leaders within the social work profession, who meaningfully partner with diverse populations to transform local and global communities for the greater good.

Goals of the MSW Program

MSW Program goals are derived from the mission of the Department and program, and supported throughout the efforts of the Department. The goals are incorporated as objectives in the syllabi of the social work courses and in the expressed competencies and practice behaviors assessed in field education. The goals form the basis for the design of the curriculum and are discussed in both classroom and field experiences.

The MSW Program has three goals, each of which relates to the competencies that will be assessed in relation to that goal. The goals reflect the MSW Program's commitment to its mission and to the mission of the University.

1. To prepare advanced practitioners to practice with an emphasis on human rights and social justice, in order to enhance the quality of life for all people;
2. To prepare advanced practitioners to contribute to the social work profession through leadership, administration, and supervision; and
3. To prepare advanced practitioners with competence to address human needs both locally and globally.

These goals are accomplished through a course of study consisting of a foundational curriculum required of all students, followed by an advanced curriculum. The MSW Program ensures students have the knowledge, values, and skills required to move into advanced social work practice, and incorporates the core competencies specific to the Advanced Generalist concentration. The curriculum is developed in a structured manner building on the foundation content and moving into more advanced practice content. The MSW Program emphasizes that Advanced Generalist social workers have a common base of social work knowledge, values, and skills that prepares students to move into positions of leadership. The Advanced Generalist concentration requires professional judgment and proficiency to apply the professional foundation within service systems of various sizes and types.

The MSW Program is accredited by the Council on Social Work Education (CSWE). The [Council on Social Work Education](#) (CSWE) uses the [Educational Policy and Accreditation Standards](#) (EPAS) to accredit baccalaureate- and master's-level social work programs.

TCU DEPARTMENT OF SOCIAL WORK FACULTY & STAFF

Name/Position	Teaching Interests	Research Interests
Sh'Niqua Alford , DSW, LCSW Director of Practicum Education Assistant Professor of Professional Practice	Field Education Advanced Practice Direct Practice with Children/Families Child Welfare Micro Practice Social Work with Adolescents	Child Welfare Mental Health
David Becerra , Ph.D., Department Chair Associate Professor	Policy Diversity Macro Practice	Social Justice Immigration Latino Health
Aesha John , Ph.D., LMSW Associate Professor	Human Behavior in Social Environment Social Work with Children and Families Developmental Disabilities Research	Individuals with Intellectual and Developmental Disabilities Attachment and Parenting Program Evaluation
Katie Lauve-Moon , Ph.D. Assistant Professor	Policy Communities & Organizations Gender & Inequality Macro Practice & Social Issues	Work & Gender Sociological Social Work Organizations & Inequality Gender & Religion
Ashley Palmer , PhD, LMSW Assistant Professor	Micro Practice Policy Professional Foundation Diversity & Social Justice Child Welfare	Healthy Development among Youth and Young Adults Positive Mental Health Poverty and Inequality Open Educational Resources Social Work Education
Tenisha Polk-Potts , LCSW-S BSW Program Director Assistant Professor of Professional Practice	Field Education Intimate Partner Violence Child Welfare Direct Practice with Children & Families Mental Health	Mental Health Women's Issues Attachment and Parenting
Mary Twis , PhD, LMSW-AP Associate Professor	Macro Practice Mental Health Interpersonal Violence Human Behavior Program Evaluation	Human Trafficking Youth Sex Trafficking Sexual Abuse
Tee Tyler , Ph.D., LCSW MSW Program Director Associate Professor	Research Methods Micro Practice Methods Diversity & Social Justice	Parent-LGBTQ Child Relationships Interpersonal Leadership Skills Groupwork and Dialogue
Avery Amador , Academic Program Specialist		
Chrisi Petty , Administrative Assistant		

Section I: MSW Policies

I. MSW POLICIES

ACADEMIC ADVISING

Academic advising is an important process in which faculty and full-time advisors assist students in developing plans and clarifying career and/or advanced study goals. All students should meet with an academic advisor at least once each semester to plan future coursework. In these meetings, students and advisors discuss academic and career goals, plans, and records which may include grade reports, transcripts, evaluations of work transferred to TCU and degree plans. Students new to the TCU and the MSW Program are likely to require assistance in the mechanics of first-time enrollment and in exploring choices related to selection of courses and degree programs. Students with more University and MSW Program experience often handle these tasks with little need for assistance, but may profit from direction in maximizing academic performance and setting career goals. Students nearing the completion of their academic programs are likely to need specific help in ensuring that all degree requirements are met. They may also need assistance with their transition to a career or advanced study. The specific activities required will depend on the advisor, the student and the student's progress in their academic career.

The student-advisor relationship is one of shared expectations and responsibilities, the nature of which will depend on the needs of the student and their academic program. The actual activities involved in advising will change as the student progresses through the degree program.

A quality advising relationship requires a dedicated advisor and a prepared student. The student must initiate the advising activities, define the need of advising activity, and be prepared to take responsibility for their academic and career goals as well as their academic performance. Prior to seeing their advisors, students should become familiar with degree and major requirements for programs of interest and courses in which they wish to enroll. Advisors will answer questions and make suggestions, but the student must assume full responsibility for satisfying all program and degree requirements (see [University Advising Policy](#)).

Advising Process

At the beginning of the first semester in the MSW Program, students are assigned a Social Work faculty member as an academic advisor.

The actual number of times a student should meet with their academic advisor each semester depends on the advisor, the student, the student's program and their academic progress. All students should confer with their academic advisors at least once each semester during the scheduled advising period for the subsequent semester. Students may also want to meet with their advisors to discuss degree requirements, career goals, internship opportunities, academic progress, etc. Students must meet with their advisors before registering for classes each semester, but are encouraged to confer with them anytime that academic concerns arise during the year.

In preparation for the advising for the subsequent semester, students should:

- Give thoughtful consideration to their personal, educational and career goals, and reevaluate these goals as necessary.
- Acquire a basic familiarity with their own academic program, including all applicable requirements and policies.
- Give advance consideration to a tentative schedule of classes each semester prior to their

advising meeting.

- Provide timely notice and information concerning any academic problems encountered.
- Read carefully and make appropriate responses to all communications from their school/college office, their advisor, the Dean of Students Office and Office of the Registrar.

Additional considerations for advising within the TCU MSW Program

Any student who is assigned a grade of I (incomplete), a grade of C, or who is placed on academic warning status must contact their assigned advisor before registering for the following semester. The assigned advisor will work with the MSW Program Director to set up a joint meeting with the student to discuss their academic progress (see Academic Problems, Academic Warning Status & Program Termination section below).

For students experiencing difficulties, faculty advisors refer them to appropriate resources inside or outside the university setting. University services most frequently used include the Counseling Center, the Writing Center, the Health Center, and the Center for Academic Services. Social Work faculty members limit their advising role to those concerns relevant to the educational needs of students. When students require or request ongoing professional counseling, faculty refer them to appropriate resources, both on and off campus.

The Director of Field Education may also serve in an advisory function to students as they work to determine which field placement locations best fit their educational and professional goals.

ACADEMIC PROBLEMS, ACADEMIC WARNING STATUS & PROGRAM TERMINATION

Feel free to talk with your professor(s) about any [academic problems](#) you may have with a course. It is usually best to make an appointment to see him/her in an office rather than trying to get an answer to a question or to take care of a problem between classes. Faculty members are expected to provide information at the start of each semester on how the final grade will be determined. Most faculty members are extremely conscientious about determining student grades, but if you feel that an error has been made, talk with the professor. If you feel that your concerns have not been addressed, talk with the department chair, the dean of the school or college or the Provost (Vice Chancellor for Academic Affairs) in that order. For information on the university grade appeal process please see the university's [Grade Appeal Procedures](#) policy, which is also described in this handbook.

If a student's overall grade-point average falls below 3.0, the student is placed in academic warning status. All students receiving a grade of C or below or an I (incomplete) in any semester will have their academic progress in the program reviewed in a joint meeting of their academic advisor and the program director. While in warning status, a student who wishes to continue in the degree program may not drop any course or withdraw from the University without the approval of their academic advisor, MSW Program Director, and Department Chair. In the next semester in which the student enrolls, the overall grade-point average must be raised to 3.0 or the student is dismissed from further study.

Certain additional circumstances make it possible for a student to be dismissed from continuation in the MSW program. Students who earn two or more C's or a single F grade during the program will be terminated from the program. If a student's second C or a single F is earned in the final

semester, a degree will not be conferred. Students will be notified in writing of adverse decisions regarding their continuation in the program. As stated previously, they may also follow the university's [Grade Appeal Procedures](#) if they would like to appeal a course grade.

Additionally, faculty may identify, in writing, those students who demonstrate behaviors that raise serious questions about their continuing towards the professional degree in Social Work. Such students' names will be submitted to the program director who will coordinate a review, including appropriate faculty members and the student's assigned faculty advisor in such a process.

Students conditionally admitted by the University and MSW program will be notified of these conditions at the time of admission. If the conditions placed on admission have not been fulfilled within the time specified, the student may be dismissed from subsequent registration.

ADMISSIONS COMMITTEE & PROCESS

Composition of Admissions Committee

The MSW Program Admissions Committee will consist of four to six members, including:

1. MSW Program Director
2. Admissions Coordinator – non-voting staff member
3. Department Chair
4. Director of Field Education
5. One to two faculty members from the Department of Social Work

Positions on this committee may rotate as faculty composition of the Department changes. The program's MSW Admissions Coordinator will coordinate all admissions efforts with the TCU Office of Graduate Studies. The MSW Admissions Coordinator is responsible for the initial eligibility screening of all applicants.

Process for Admission

There is a four-stage process for admissions to the MSW Program:

1. Eligibility Review
 - a. MSW Admissions Coordinator reviews the application to determine if basic eligibility is met and indicates if the applicant has any unique characteristics.
2. Preliminary Consideration
 - a. The MSW Admissions Committee reviews applications and assesses them according to the MSW Program Application Review Scoring Rubric.
 - b. Applicants are separated into one of three categories:
 - i. Exceeds required qualifications/criteria
 - ii. Meets required qualifications/criteria
 - iii. Does not meet required qualifications/criteria
 - c. Those placed in the "Exceeds" or "Meets" categories will be included for final consideration.
3. Final Decisions
 - a. The MSW Admissions Committee reviews those in the top and middle tiers.

- b. The MSW Admissions Committee will make admissions decisions for the top candidates.
- c. The MSW Admissions Coordinator will send letters of acceptance to those accepted into the MSW Program. A second tier of applicants will be maintained as a wait list and will be notified as such.

Additional applications may be accepted if there is space available in the program.

- 4. Conditional acceptance is offered for those who need to complete prerequisites prior to enrollment.

Follow-Up and Offer Acceptance

Students admitted to the program will be given the opportunity to view financial aid details. Those accepting an offer of admission will need to pay a \$300 non-refundable deposit to secure their seat in the program for the upcoming academic year. This deposit will be applied to their tuition.

The MSW Admissions Coordinator and MSW Program Director will provide fall course enrollment instructions and any additional materials needed by students following their acceptance of an admission offer. If needed, students admitted to the program may submit documentation for transfer credit consideration (see Transferring Courses description below).

A student orientation meeting will be held with all new graduate students before classes begin in the fall semester. Orientation is mandatory for all students accepted into the MSW program.

ADMISSION REQUIREMENTS

The admissions policy and procedures are designed to ensure that graduate students entering the MSW Program are committed to upholding the values, ethics, and principles of the social work profession and are committed to the mission of the MSW Program. The admission criteria and selection process are designed to ensure that students possess the academic abilities and motivation, and in the case of the Advanced Standing option, requisite knowledge and credentials to be successful in the MSW Program.

In addition to meeting the general admission requirements of TCU and the TCU Office of Graduate Studies, applicants must meet the admission requirements of the Traditional (2-year) or Advanced Standing (1-year) MSW program. Applicants may be reviewed for entry into either of the programs.

Admissions decisions will be based on a wide range of information, including the stipulated qualifications described below. Admission to the program presumes the ability and willingness to follow the sequential curriculum structure.

Traditional Program Students

Traditional students are considered those who will complete 60 credit hours to graduate with their MSW from TCU. Traditional students should expect to complete the program in two years.

Required qualifications for admission:

1. *Prior Degree:* Students accepted for the MSW Program must have completed or be near completion of a baccalaureate (e.g. BA, BS) degree from an accredited college or university.
 - a. *Note:* International applicants with a bachelor's in social work must have their degree recognized by [CSWE's International Social Work Degree Recognition and Evaluation Service](#) to be considered for the Advanced Standing program; if their degree is not recognized by this service, they must apply for the Traditional Program.
2. *Transcripts:* Applicants should submit an unofficial transcript from every university or college attended.
 - a. *Note:* International applicants must submit an English translated copy of their transcript. *Note:* Current and former TCU students will not need to complete this step. Copies from the Registrar's Office will be obtained for all TCU graduates.
3. *GPA:* Applicants should have strong academic preparation as demonstrated by an undergraduate GPA of at least 3.0 (on a 4.0 scale) in the last 60 hours of coursework. International student GPAs will be calculated using the World Education Services [GPA calculator](#).
4. *Course Prerequisites:* Applicants must have one college-level course in each of the following: statistics, sociology, and psychology before beginning the first semester in the MSW Program.
5. *References:* Applicants must submit three letters of recommendation from individuals who can address the applicant's academic abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. It is required that at least one reference be an academic reference from an academic advisor or instructor.
6. *Resume:* Applicants must submit a current resume or vitae with their application.
7. *Professional Statement:* Applicants must submit a well-written professional statement (750 to 1500-word max) that addresses the following:
 - a. What motivated you to decide to pursue an MSW?
 - b. How do your personal values connect with the values of the social work profession?
 - c. What are strengths and weaknesses that will impact the student as a social worker?
 - d. Describe any experiences and leadership opportunities that will contribute to success in this graduate program?
 - e. Discuss any significant volunteer and/or work experiences related to social work.
 - f. What are your professional goals and plans in social work?
 - g. If you are offered admission to the program you may have an opportunity to work closely with a faculty member as a Graduate Research Assistant (GRA) or Graduate Teaching Assistant (GTA). Describe your research and/or teaching interests, and how you would like to build upon these interests to further your development as a social worker. Additionally, please share two TCU Department of Social Work faculty members you would be interested in engaging with during your time in the TCU MSW program. If you are able, please connect your research and teaching interests to your faculty member interests.

Optional framing for your personal statement: We value diversity, equity, and inclusion in the TCU MSW program and will use this information to better serve our students in the MSW program, but it will not be used to make admissions decisions. If you'd like to share a perspective you bring or experiences you've had to help us understand you better—

perhaps related to a community you belong to, your sexual orientation or gender identity, or your family or cultural background—we encourage you to do so.

8. *Petition for Academic Exception*: MUST be completed by the applicants whose undergraduate GPA is below 3.0. Petitions must be uploaded along with all other application documents. An applicant who believes that his or her individual circumstances warrant consideration for a waiver of the minimum university admissions requirement of an undergraduate GPA of 3.0 must petition the MSW admissions committee. The request should be a one-page statement entitled “Petition for Academic Exception.” The petition should include a statement indicating how not meeting the minimum admissions requirement of a 3.0 GPA should be waived, as it does not adequately represent the applicant’s capabilities. The applicant should briefly discuss how he or she has demonstrated a capacity for successful achievement in a rigorous graduate program. For example, an applicant might provide evidence of:
 - a. Superior grades during the final 60 hours of undergraduate coursework indicating a trend toward improved performance;
 - b. Competence through achievement in another graduate program;
 - c. Outstanding work experience in human services (volunteer or paid)
 - d. The applicant should also discuss if granted admission to the program, how he or she plans to address obstacles to successfully complete the program (for example, if a low GPA was viewed as the result of a “needing to work full time during my undergraduate studies,” the applicant should discuss why that is not likely to be a factor during his or her graduate study).

Advanced Standing Students

Advanced Standing students are students who have earned a BSW from an accredited BSW program within seven (7) years of their anticipated MSW start date. Advanced Standing students will complete 30 credit hours to graduate with their MSW from TCU. Advanced Standing students should expect to complete the program in one year.

Required qualifications for admission:

1. *Prior Degree*: Applicants must hold or be near completion of a bachelor’s degree in Social Work (BSW, BSSW) or other bachelor’s degree (BS or BA) with a major in social work from a CSWE accredited program.
 - a. *Note*: International applicants with a bachelor’s in social work must have their degree recognized by [CSWE’s International Social Work Degree Recognition and Evaluation Service](#) to be considered for the Advanced Standing program.
2. *Transcripts*: Applicants should submit an unofficial transcript from every university or college attended.
 - a. *Note*: International applicants must submit an English translated copy of their transcript. *Note*: Current and former TCU students will not need to complete this step. Copies from the Registrar’s Office will be obtained for all TCU graduates.
3. *GPA*: Applicants should have strong academic preparation as demonstrated by an undergraduate GPA of at least 3.0 (on a 4.0 scale) in the last 60 hours of BSW coursework.

Advanced Standing applicants should also demonstrate mastery of generalist social work practice, as evidenced by an earned grade of a B or better in their BSW field placements. (For split BSW field placements, students should demonstrate mastery of generalist social work practice with an average of a B or better across both semesters of the split placement.) Prospective students who do not meet these GPA and field grade requirements should apply for the Traditional program instead of the Advanced Standing program.

4. *Course Prerequisites:* Applicants must have one college-level course in statistics prior to registering for the first semester in the MSW program.
5. *References:* Applicants must submit three letters of recommendation from individuals who can address the applicant's academic abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. It is required that at least one reference be an academic reference from an academic advisor or instructor, and that one reference be from a field instructor.
6. *Resume:* Applicants will submit a current resume or vitae with their application.
7. *Professional Statement:* Applicants must submit a well-written professional statement (750 to 1500-word max) that addresses the following:
 - a. What motivated you to decide to pursue an MSW?
 - b. How do personal values connect with the values of the social work profession?
 - c. What are strengths and weaknesses that will impact the student as a social worker?
 - d. Describe any experiences and leadership opportunities that will contribute to success in this graduate program?
 - e. Discuss any significant volunteer and/or work experiences related to social work.
 - f. What are your professional goals and plans in social work?
 - g. Please share two TCU Department of Social Work faculty members you would be interested in engaging with during your time in the TCU MSW program. Please visit the Department of Social Work website for more information about social work faculty.
 - h. If you are offered admission to the program you may have an opportunity to work closely with a faculty member as a Graduate Research Assistant (GRA) or Graduate Teaching Assistant (GTA), or within the Department as administrative support. Describe your research and/or teaching interests, and how you would like to build upon these interests to further your development as a social worker. If you are able, please connect your research and teaching interests to your answer in section G (faculty member interests).

Optional framing for personal statement: We value diversity, equity, and inclusion in the TCU MSW program and will use this information to better serve our students in the MSW program, but it will not be used to make admissions decisions. If you'd like to share a perspective you bring or experiences you've had to help us understand you better—perhaps related to a community you belong to, your sexual orientation or gender identity, or your family or cultural background—we encourage you to do so.

COURSE CURRICULUM

Foundation Curriculum

The foundational curriculum provides students with the basic knowledge, skills and values necessary for generalist social work practice and for progression into advanced generalist work.

In order to achieve its objective, foundation curriculum provides instruction in values and ethics; diversity; populations-at-risk and social, racial, and economic justice; human behavior and the social environment; social work practice; research; and field education.

In their field placement, students are placed in social service agencies under the supervision of Masters-level social workers, where they learn generalist practice methods used with a variety of client systems. Students complete 400 hours in the foundation field placement, with approximately two full days each week (16 hours) spent in the placement.

The foundation curriculum will provide students with the knowledge and skills consistent with the values of a generalist social work perspective, and provide a foundation for advanced practice. In addition, the student’s knowledge of and identification with the social work profession is developed: knowing about and appreciating social work’s historical development and evolution, the range of modes of professional intervention characteristics of contemporary practice, ethical issues and concerns now confronting practitioners, and the organizational contexts of practice.

Foundation Curriculum Courses

MSW Foundation	
<u>Fall</u> SOWO 61803- Professional Foundation SOWO 61813-Research Methods in Social Work SOWO 61873-Micro Practice SOWO 61843- HBSE 1 SOWO 61883-Field 1	<u>Spring</u> SOWO 61823-Diversity & Social Justice SOWO 61833-Macro Practice SOWO 61863-Social Welfare Policies & Services SOWO 61853-HBSE 2 SOWO 61893-Field 2

Advanced Curriculum

The advanced curriculum builds on the foundation curriculum and has an advanced generalist focus with the expectation that graduates can assume practice, supervisory, and administrative roles in organizations at the advanced level. The advanced curriculum is also structured to allow students to choose electives in the areas of children and families, and health and mental health.

All students complete a full year of advanced practice courses, including one course each in administration and management, applied evaluation research, mental health practice, and advanced practice. In addition to these required courses, students in the advanced year of the curriculum must take two electives, which will enhance their knowledge and skills in one area of specialization (children and families or health and mental health).

The advanced field education courses allow students to apply their knowledge and skills to one area of specialization noted above through placement in an agency that reflects the specialization of the student's choice. In their field placement, students are placed in social service agencies under the supervision of Masters-level social workers, where they learn advanced practice methods used with client systems of interest to the student. Students complete 500 hours in the advanced field placement, with approximately two to three full days each week (20-24 hours) spent in the placement.

Advanced Curriculum Courses

The MSW advanced curriculum chart below serves as a guide for both Traditional 60-hour students in their concentration year, as well as Advanced Standing students who are entering the program after completion of an accredited BSW program. Traditional students will complete the advanced curriculum in their second year of the program. Advanced Standing students will complete the advanced curriculum in year one of the program.

MSW Advanced	
<u>Fall</u> SOWO 65833- Perspectives on Mental Health Practice SOWO 65873-Advanced Practice SOWO 65813-Evaluation Research SOWO 65883-Field Education 3 SOWO 65823-Field Seminar 3	<u>Spring</u> SOWO 65803-Administration & Management SOWO 65893-Field Education 4 SOWO 65863-Field Seminar 4 Elective Elective

NO REPEAT OF GENERALIST CONTENT

Advanced Standing students who have successfully completed their undergraduate social work degree from a CSWE-accredited baccalaureate social work program will not repeat generalist content at the Master’s level that has been achieved at the baccalaureate level. Advanced Standing students are admitted to the Advanced Standing program option by displaying strong academic preparation as demonstrated by an undergraduate GPA of at least a 3.0 on a 4.0 scale, as well as an earned grade of B or better in their BSW placements. Advanced Standing students who have a minimum of a 3.0 GPA in their last 60 hours of BSW coursework and a B or better in their BSW placements will not have to repeat generalist content because our program understands that they have achieved this content via the 3.0 GPA and B or better grade in field. Students who do not meet these criteria are understood to have not achieved this content and will only be considered for admission to the Traditional program option.

COURSE LOAD REQUIREMENTS

Students in the MSW program are expected to be enrolled for the prescribed 15 semester hours during each long-session semester. Students may take courses on an extended basis with approval from the MSW Program Director, which may prolong their time in the program to up to four years.

LIFE EXPERIENCE

Students may not receive academic credit for life experience or previous volunteer or work experience in social work.

DIRECTED STUDY COURSES

Directed study courses provide students with an opportunity to study special topics of interest to members of the social work profession. Directed study courses in the MSW program can only be taken in the advanced year, as an elective. Core courses cannot be taken as a directed study course.

In all respects, directed study courses should meet the standards of other courses offered in the program. Supervised practicum experience as well as research experience may be used as a component of a directed study course, but all courses must contain substantial reading and writing components as well as regularly scheduled meetings with the instructor to assist in the

integration of course material. Employment cannot be counted as directed study course credit.

To Register for a Directed Study Course

Each student must secure the cooperation of a faculty member of the Department of Social Work or other department who is willing to be the instructor for the course, as well as permission from the MSW Program Director for the Directed Study course. The student, in collaboration with the faculty member, must submit an outline for the directed study course that contains specific information about course content and objectives. Students may not register for a directed study course without the completed course outline, including the faculty member's signature. The completed outline should be returned to the student's academic advisor, prior to the registration period. A copy of the outline will be placed in the student's file.

ELECTIVES

To satisfy elective requirements, students may take elective course work within the Department or with approval from the Curriculum Committee, in other University departments.

Taking Electives Outside of the Department of Social Work

In order to take an elective course outside of the Department and receive proper credit toward the MSW degree, the student must submit a course description of the elective being considered along with the student's current career objectives to their academic advisor. Pre-approvals for registration may be required from other departments. A copy of the completed form along with a syllabus of the course taken outside of the Department of Social Work must be kept in the student's academic file for graduation certification.

Because some University departments may place restrictions on enrollment, students should begin the approval process prior to the official University advising period each semester. Consult the Course Schedule and your academic advisor for listings of courses offered in other departments and any prerequisites they may carry.

FIELD HOUR CREDIT (Advanced Standing MSW Students Only)

Students entering the MSW program as Advanced Standing students will have 400 hours of undergraduate field work recognized toward the total of 900 hours needed for graduation from the MSW program at TCU, regardless of the number of hours completed in a CSWE accredited BSW program over 400. If in the undergraduate field placement, a student did not receive a B or higher average across their field education and/or field seminar courses, the student will be considered for the Traditional Program.

If granted 400 hours toward completion of MSW field hours, students are then required to complete 500 hours in the advanced field placement during the MSW program.

GRADING POLICY

Course grades, both classroom and field, provide a measure of student performance in the course. Quality of performance is evaluated with respect to course objectives. While these objectives are collectively determined, it is the singular responsibility of the instructor to evaluate student performance with respect to these standards and thus to determine the grade.

In the Department, course credit is given for the grades A, B, and C. No credit is given for any grade below a C. If a student earns below a C, they will be terminated from the MSW program. In the computation of the grade-point average, all grades of C or less will be included, but no more than one C grade may be utilized in satisfying degree requirements. For MSW students, a grade point average of at least 3.0 in all graduate courses in the major and supporting work must be maintained to completion of the program.

Grades from other institutions are not included in the grade point average. Only upper-division and graduate-level courses taken in graduate status for a letter grade are counted in the average. Students must satisfy all prerequisite incompletes before starting final year coursework and the final field placement. Candidates for graduation should not take a grade of I in their final semester, or graduation may be delayed.

Sometimes, students may wish to appeal a grade. In these cases, they should follow the university [Grade Appeal Policy](#). This policy provides the formal process for students appealing a grade assigned for a course or the results of another critical component of a degree requirement (e.g. oral exam, juried exhibition, thesis, etc.), program dismissals, sanctions for academic misconduct or other appeals of an academic nature. The grade appeals process is as follows:

1. Appeal to the Faculty Member(s)
 - a. In the event a student questions the appropriateness of a grade assigned for a course or the results of another critical component of a degree requirement (e.g. oral exam, juried exhibition, thesis, etc.) the student must first discuss the matter with the faculty member(s).
 - b. These discussions between the faculty member and student should be initiated by the student as soon as possible after the grade is assigned, but no later than ten (10) Academic Days following the disclosure of the grade to the student.
 - c. The faculty member is expected to respond with their decision within ten (10) Academic Days of the initiation. If there is no response from the faculty member, the student may present the issue directly to the Department Chair.
 - d. In the event that the faculty member agrees to change the grade/decision, the normal process for changing a grade shall be followed.
 - e. If the student wishes to appeal the faculty member's decision after these discussions, they must follow the formal grade appeals process outlined below.
2. Appeal to the Department Chair
 - a. The student may appeal the faculty decision in writing to the Department Chair or appropriate administrator within five (5) Academic Days of receiving a response from the faculty member.
 - b. The Department Chair or appropriate administrator will become familiar with the facts of the case by communicating with the student and the faculty member(s). The parties have a right to meet with the chair without the other party present. The faculty member or examination committee chair will respond in writing to the Department Chair concerning the student's appeal. At any point in the appeals process, the appealing student has the right to request and obtain copies of any materials relating to the student that have been shared with others to justify the grade or other issue under appeal.

- c. The Department Chair or appropriate administrator may either accept or deny the student's appeal. The chair will notify the student and faculty member(s) of their decision in writing within ten (10) Academic Days of receiving the appeal. In the event that the Department Chair accepts the student's appeal, and no further appeals occur, they will initiate a grade change through the dean of the college.
 - d. EXCEPTIONS: If the Department Chair is involved in the appeal as the faculty member (or is one of the faculty members), the chair of the department advisory committee will assume the Department Chair's role in the appeal process. If the department does not have a department advisory committee, the chair of the school/college advisory committee will assume the Department Chair's role in the appeal process.
3. Appeal to the Academic Dean
- a. The chair's position may be appealed in writing by the student or faculty member(s) to the appropriate Academic Dean within five (5) Academic Days of the Department Chair's decision.
 - b. The Dean will become familiar with the facts of the case by reading the prior appeal documents and by communicating with the student, faculty member(s), and the Department Chair. The parties have the right to meet with the Dean without the other party present.
 - c. The Academic Dean will notify the student, faculty member(s), and the Department Chair of their decision in writing within ten (10) Academic Days of receiving the appeal. In the event the Dean upholds the student's appeal and no further appeals occur, the change of grade shall be reported by the Dean to the Office of the Registrar.
 - d. EXCEPTIONS: If the Dean of the college/school is involved in the appeal as the faculty member, the student may appeal directly to the Academic Appeals Committee.
4. Appeal to the Academic Appeals Committee
- a. The Dean's decision may be appealed in writing by the student, the faculty member(s), or the department chair to the Academic Appeals Committee within five (5) Academic Days of the Dean's decision. The Academic Appeals Committee will follow the appeals procedures in the Academic Appeals Committee Policy, which may be obtained in full from the chair of the committee or the Provost's office.
 - b. The appeal by the student, the faculty member(s), or the Department Chair will be sent to the Academic Appeals Committee chair in writing. The material corresponding to the appeal should include a letter to the committee discussing the reason for the appeal and all pertinent documents that support the appeal. When the appeal is received, the committee chair will ask the appropriate Dean for all written documents pertaining to the appeal. Once the committee chair receives the documents, they will convene a hearing panel and distribute the documents to the hearing panel members and, typically, to the parties to the appeal. During the review of the material, the chair may request other documents pertaining to the appeal. The chair will set a date for a hearing that will include the appropriate committee members, the student, and the faculty member(s). The chair will request that the Dean or a designee be present to represent the college or school. Other faculty or administrators with information directly relevant to the hearing may also

- be invited by the committee chair.
- c. A hearing will take place at which time all parties will have an opportunity to discuss their case and committee members will ask questions to better understand the appeal. The committee will confer and come to a decision on whether to support the appeal or not. All 4 parties will be notified in writing of the committee's decision within five (5) Academic Days of its decision. In the event the committee upholds the student's appeal, the chair will advise the appropriate dean to report the change of grade to the Office of the Registrar.
5. Throughout the appeal process, if a student does not receive a reply acknowledging receipt of an appeal letter within five (5) Academic Days, they may contact the next administrator to request the next stage of appeal.

INCOMPLETE POLICY

An "I" (Incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the control of the student. Under no circumstances will a grade of "I" be given to avoid earning a grade of "F" for the course. The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have the written approval of the instructor and dean.

Removal of I-Grades

Grades of incomplete must be changed by 60 days into the next long semester after the incomplete was received. "I" grades received in the spring semester must be removed 60 days after the start of the fall semester. Actual deadline dates are posted on the Academic Calendar available on the Registrar's Home Page. To remove an incomplete, the instructor initiates the grade change via the grade roster. The request is routed to the department chair, and when approved, it is routed to the academic dean. After the dean's approval the grade is changed. Current and cumulative grade point averages (GPA) are recalculated at time of grade change posting.

Department of Social Work Incomplete Grade Contract

Incomplete grades are only given when the student has a) not completed all required coursework, b) there is a reasonable probability that the student will complete the course requirements after the end of the term, and c) if the student's overall grade in the course is passing at the time a student requests an Incomplete from the instructor. Responsibility for completing all course work rests with the student. Responsibility for grading the completed work and reporting the grade change to the Office of the Registrar rests with the instructor.

An "incomplete" may be initiated by student request to the instructor. The instructor must inform the MSW Program Director of the request, and collaboratively complete an incomplete contract with the student. The contract must be signed by the MSW Program Director, instructor, and student, and then saved in the student's file.

GRADUATION

To graduate, students must be enrolled in the MSW program during the semester in which they will graduate and have successfully completed all required coursework toward the MSW or dual degree. Additionally, students must have no incompletes (Is) and have a 3.0 cumulative graduate

GPA or better in all courses. MSW students must also take the Texas Jurisprudence and Master's Level Social Work Licensure Exams.

MSW students must follow these steps to register to graduate:

1. Register and complete courses for the final semester. Be sure that all "I" grades are completed and all official transcripts from other universities are in the Registrar's office.
2. File an Intent-to-Graduate in the academic dean's office early in the last semester or in the next-to-last semester of study.
3. Correct your Current Address and your Permanent Address online at my.tcu.edu. This address is important for receiving mailing from the Registrar's office concerning graduation.
4. Ensure all financial obligations, including graduation fees and thesis/dissertation fees have been satisfied in the Financial Services office.
5. Order your diploma and cap and gown online at my.tcu.edu.

LEAVE OF ABSENCE

Students who anticipate being on leave in a long semester (fall or spring) must:

1. Complete the Program Confirmation of Leave of Absence form.
2. Obtain authorization from the Department Chair.
3. Failure to secure a leave of absence in advance of the semester of which a student will be on leave will result in a non-guarantee of readmission.

LICENSURE EXAM

All students must take the applicable licensure exam prior to graduation. Any student who does not take the licensure exam prior to graduation is no longer eligible to graduate during the current semester.

MEDICAL WITHDRAWAL/COURSE REDUCTION/RETROACTIVE WITHDRAWAL

Students must be "continuously registered" for all long semesters (fall and spring) until completion of the degree. Students are required to secure a leave of absence for semesters in which they will be on leave. If a student has not taken courses for one long semester or more, application for readmission must be completed and students must have departmental approval to return. TCU requires that students seeking readmission pay a \$40 readmission fee to the Registrar's Office.

Significant medical or mental health problems can affect a student's ability to attend classes or perform academically. In these cases, a student may apply for a course load reduction, a current semester withdrawal, or a retroactive withdrawal for the previous long semester. Students must meet with their academic advisor to discuss this course of action. Decisions will be made based on a review conducted by the MSW Program Director and the student's assigned faculty advisor.

PASS/NO-CREDIT GRADING OPTION

Graduate students may not elect the Pass/No-Credit grading option for their coursework.

STUDENT PARTICIPATION IN PROGRAM POLICY

Student participation in the Social Work department is encouraged formally and informally.

Students provide an important perspective to assist in the formation of the implicit and explicit curriculum. Ongoing mechanisms that support equitable and inclusive student involvement in the implicit and explicit curriculum include: end-of-semester course evaluations, program evaluation surveys, field evaluation surveys, student exit questionnaires, and personal feedback to faculty and advisors about the program environment, program policies, faculty, and staff. Evaluations, surveys, and questionnaires are sent to every student in the program to ensure that student participation in the implicit and explicit curriculum is equitable and inclusive.

Furthermore, students participate in faculty searches by providing reactions to formal class presentations by candidates and having separate group interviews with candidates, after which they offer summary evaluations. The Student Association of Social Work (SASW) also provides written feedback to faculty and recommends changes and opportunities for enhancement of the implicit curriculum.

TERMINATION FROM THE MSW PROGRAM

Criteria for dismissal from the major includes academic performance and nonacademic criteria. These gatekeeping efforts, counseling students in or out of the program, are supported by the university and by the judicial system.

A student will be dismissed from the program for earning two or more “C” grades or below in courses and/or failing to maintain an overall GPA of 3.0.

Nonacademic criteria related to professionalism and ethical behavior is considered part of the academic arena of a professional program. Criteria may include, but are not limited to, the criteria described in the university’s policy on [Unprofessional Behavior, Disruptive Behavior, and Lack of Academic Progression](#). As such, a student could be dismissed from the program for failing to uphold the ethical guidelines of the profession and for personal issues that affect professional performance, as described in both the NASW Code of Ethics and the Texas Code of Conduct for social workers. The process of termination from a course and/or the MSW Program is described in full below. As such, a student could be dismissed from the program for failing to uphold the ethical guidelines of the profession and for personal issues that affect professional performance. The process of termination from a course and/or the MSW Program is described in full below.

UNPROFESSIONAL OR DISRUPTIVE BEHAVIOR & LACK OF ACADEMIC PROGRESS

Unprofessional Behavior

When a student exhibits [Unprofessional Behavior](#) within an academic discipline, the student may be subject to disciplinary action up to and including expulsion from the University. Violations will be reported to the dean of the school/college in which the student is enrolled, who will be responsible for investigating all allegations and recommending appropriate disciplinary actions. While the above applies to all students, graduate students at TCU occupy a unique position in the student body. They are more mature individuals with a defined perspective for the future and a high degree of both motivation and ability. In some instances, they are both seeking advanced knowledge and transmitting knowledge through their assignments as teaching or research assistants. While preparing for the professional models characteristic of their chosen discipline, they also serve as models to others in the graduate student role. All of this brings a special obligation to evidence a level of conduct that is compatible with the University’s goals to offer

programs of excellence and to enrich both the community and humankind.

Disruptive Behavior

When any student, acting individually or in concert with others, engages in Disruptive Behavior, the student may be asked to stop the disruptive behavior by an instructor or staff of the University. If the student continues, an instructor/staff member is authorized to tell the student to leave the area or classroom and, if the student will not leave, to call campus police. The instructor/staff may immediately call campus police without prior request to the student if presented with an unsafe situation, threatening behavior, violence, or other appropriate circumstances. Further, the instructor/staff may take action to withdraw the student from the class or educational experience. Although some disruptive behavior may be due to a mental or physical disorder, as it relates to violence or disruptive or threatening behavior, students with such disorders will be held to the same standards as others.

Lack of Academic Progress

When a student is exhibiting a Lack of Academic Progression, this may result in consequences including withdrawal from classes, denial of enrollment, program dismissal, suspension, expulsion, or other appropriate action.

Withdrawal of Student from Class or Other Educational Experience

When a student disrupts a class or other educational experience, acts in a threatening manner, is not making acceptable academic progress, or if the student's behavior or lack of preparation is detrimental to the educational experience of others or could create an unsafe condition, or if the student is compromising the learning environment, the instructor may take action to withdraw the student from the class or educational experience. To do this, the instructor shall provide the student written notice of intent to withdraw the student from the class or educational experience, with an explanation of the instructor's reason(s), and with a copy to the instructor's department chair. The notice should schedule a meeting with the student and the department chair to occur within five (5) Academic Days of the notice. The instructor may bar the student from the class or educational experience pending the result of the meeting, and the written notice should advise the student if there is such a bar. At the meeting, the student may have one advisor. Following the meeting, the instructor shall decide whether to withdraw the student from the class or educational experience. If a student is withdrawn after the last day to drop, their grade will be recommended by the instructor to the dean of the instructor's college or school as an "F." Before the last day to drop, the course may be dropped without notation. The student may appeal these decisions within ten (10) Academic Days in writing to the academic dean of the college or school offering the course or their designee. If a student does not receive a reply acknowledging receipt of an appeal letter within five (5) Academic Days, they may contact the next administrator to request the next stage of appeal. During the student's appeal, the student remains withdrawn from and is barred from attending the class. The dean's decision may be appealed in writing to the Academic Appeals Committee within five (5) Academic Days of the dean's decision. The Academic Appeals Committee will follow the appeals procedures in the Academic Appeals Committee Policy, which may be obtained in full from the chair of the committee or the Provost's office.

Denying Enrollment, Suspension, Expulsion, and Other Appropriate Action

When a student disrupts a class or other educational experience, acts in a threatening manner, is

not making acceptable academic progress, or if the student's behavior or lack of preparation is detrimental to the educational experience of others or could create an unsafe condition, or if the student is compromising the learning environment, or if the student has acted contrary to the professional or ethical standards of the University, a department thereof, or a particular field, an academic dean, or the dean's designee, may additionally: a) deny class enrollment to the student; b) suspend or expel the student from the University or dismiss the student from one or more of its programs; or c) take other appropriate action. The student affected by such a decision by an academic dean, or the dean's designee, may appeal in writing to the Academic Appeals Committee within ten (10) Academic Days of the dean's decision. The Academic Appeals Committee will follow the appeals procedures in the Academic Appeals Committee Policy, which may be obtained in full from the chair of the committee or the Provost's office. The decision of the academic dean (or designee) remains in place during the pendency of the appeal. A student so suspended, dismissed, or expelled shall have a grade of "F" recorded for each course in progress as determined appropriate by the academic dean. Unless the action under this policy will render the student ineligible to enroll in the University, the transcript will not record suspension or expulsion.

TIME LIMITS FOR COMPLETION

The Council on Social Work Education's standard for completing the MSW degree is four years. Based on the CSWE standard, the Department of Social Work requires all students to complete the degree in a timely fashion. Continuation beyond four years is approved only in rare and extenuating circumstances, and initiated only upon student request. In all cases, all requirements for a master's degree must be completed within one six-year period. Work over six years old can be reinstated only with the permission of the Department Chair, upon recommendation of the MSW Admissions Committee.

TRANSFERRING COURSES

The MSW Program may accept up to 10 transfer credits from a CSWE accredited MSW Program for foundation year courses or advanced year elective courses. No transfer credit will be awarded for practice courses, required advanced year courses, or for field education.

In addition, requests for transfer course credit must meet the following criteria:

1. The student requesting credit for graduate coursework must be admitted to the MSW program prior to approval of a request for transfer credit. However, admission to the MSW Program does not guarantee approval of transfer credits.
2. Upon admission, the student may request a review of graduate course(s) taken to determine whether the course(s) may be transferred for credit.
3. A minimum course grade of "B" must have been earned in each course by the student requesting transfer credit.
4. All requests for transfer credit must meet the requirements of the Office of Graduate Studies at TCU.
5. When requesting consideration for transfer credit, a student must submit a letter of request to the MSW Admissions Coordinator who identifies the course(s) for which transfer credit is requested, a copy of the official catalog of the university where the course was taken, a copy of the course syllabus, and an official transcript showing the grade earned.

The MSW Admissions Coordinator, in consultation with the MSW Admissions Committee, will:

1. Review the request for transfer credit based on a review of each comparable course syllabus to ensure that the course meets the objectives of the MSW Program foundation or elective course and has comparable content, readings, and assignments;
2. Confirm a grade of “B” or better was received; and
3. When warranted, consult with the university where the course(s) was previously taken. Students will be informed in writing of the MSW Program’s decision. Students may appeal the decision to the MSW Program Director. Each course for which transfer credit is requested will be reviewed independently and in a timely fashion.

Students may not receive academic credit for life experience or previous volunteer or work experience in social work.

Section II: Other Resources

HARRIS COLLEGE ACADEMIC RESOURCE CENTER

The Harris College Academic Resource Center (HARC) is designed to support students and faculty in Harris College of Nursing & Health Sciences. The Center's goal is to enhance the overall student experience to prepare graduates for a lifelong career in health sciences.

The Academic Resource Center provides:

- Academic advising
- Educational workshops
- Career services such as resume critiques, mock interviews, and career exploration
- Information about study abroad and student research opportunities
- Information about graduate programs
- Leadership development within the health professions

TCU Center for Career & Professional Development

Assigned Liaison to Harris College
817-257-2222

HARC Information

Annie Richardson Bass Building, 2nd floor
HARC@tcu.edu
817.257.6112

THE WILLIAM L. ADAMS CENTER FOR WRITING

The William L. Adams Center for Writing serves the entire TCU community – faculty and staff as well as undergraduate and graduate students. This is a resource provided by the university to assist you. Staffed by writing specialists and peer tutors, the Center offers one-on-one instruction. A tutorial may focus on a specific piece of writing or on a selected writing skill (e.g., usage, punctuation, essay exams, documentation, etc.). The Center is a non-threatening and supportive place where you can talk openly and confidentially about your writing with someone who is

informed but nonjudgmental.

Main Center:

Reed Hall, Room 419
Monday - Friday
8:00 a.m. to 5:00 p.m.
writingctr@tcu.edu
817.257.7221

Tom Brown Annex:

3rd Floor Commons
Sunday - Thursday
6:00 p.m. to 9:00 p.m.

To schedule an appointment with a writing specialist, call (817) 257-7221 or visit the [Center for Writing's](#) graduate web site for additional information on making virtual appointments.

TCU LIBRARY

Students and faculty have access to over 1.5 million books and audio-visual materials and over 79,000 current journals, electronically and in paper. In addition, the library provides access to over [300 databases](#), many of which include the full text of journal articles, from the library website. The Library has been a depository for federal documents since 1916 and participated in the Texas depository library program for more than 60 years. Portions of the U.S. documents collection date as far back as the eighteenth century. Harris College of Nursing and Health Sciences has a research librarian assigned to the College to specifically assist students enrolled in a program in Harris College. Visit the library's website for contact information. The TCU Library is available to students, faculty, adjunct faculty, and field instructors, as a benefit of being part of the University community.

STUDENT ACCESS & ACCOMMODATION

Texas Christian University provides reasonable accommodations for each student who has a physical, medical psychological or learning disability. If you have a disability and have not submitted information concerning that disability to the university, please contact the office of the Coordinator for Students with Disabilities during orientation or as soon as possible. The Coordinator is eager to get to know you and assist you in determining appropriate university services. It is to your advantage to file all medical or assessment reports and met with the Coordinator before the semester begins. For more information regarding student access and accommodation services, contact:

Student Access and Accommodations
Texas Christian University
TCU Box 297710
Fort Worth, Texas 76129
(817) 257-7486

WRITTEN ASSIGNMENTS

1. In all written assignments, follow APA format for citing references for your work.

2. Be sure to cite any used article or book in the body of paper and reference page.
3. Anytime the information could not have been known without reading it in a source, the source needs to be cited.
4. Direct quotes are rarely used in APA. Only use them if the effect is lost by paraphrasing.
5. If using direct quotes, frame that text within quotation marks and also cite the page number of the direct quote.
6. All assignments should have a right-justified running head with your name.

The APA website is located at: <https://apastyle.apa.org>

Sections of the Paper

1. THE TITLE PAGE

- Center the information in the middle of the paper.
- Double-space the entries.
- Include the following information:
 - Project Name
 - Student Name
 - “Professional Project for Master of Science Degree in Nursing”
 - “Texas Christian University”
 - “Harris School of Nursing”
 - Date in Month and Year

2. BODY OF THE PAPER

- Do not hyphenate words at the end of lines.
- Do not leave one line of a paragraph hanging by itself on the top of a page. Bring another line over so there are at least two lines of a paragraph at the top of a page.
- Do not leave one line of a paragraph hanging by itself on the bottom of a page. If you cannot fit at least two lines of the paragraph on the bottom.
- Use one and a half inch margins all around paper.
- Number pages in the top right-hand corner.
- A running head is part of APA format but not required for the project.
- Use subheadings.
- If emphasis is needed for content or words, use bold type or italics instead of quotation marks.
- Numbers below the number 10 are written out, numbers 10 or above are written in numeral form.
- Use author's name, not editor's name, in text and reference list.
- Use quotation marks around direct quotes.
- Cite a page number for direct quotes.
- Proof for errors in syntax, "typos," and semantics.
- Use headings and subheadings when paper becomes lengthy or complex.
- Avoid use of flowery words, jargon, and derogatory words.
- Avoid use of wording that shows prejudice toward age, race, sex, or ethnic background.
- Use "think" or "believe" instead of "feel" in most cases.
- Write out words for initials used the first time (e.g. HCFA)

- Avoid long rambling sentences.
- Make sure subject and verb agree in number.
- Use "their" if want to have a personal possessive; use "there" for directional message.
- Capitalize proper nouns such as Social Security, Medicare, and Medicaid.
- Use contractions appropriately (e.g. don't).
- Use possessives to show ownership (e.g. person's boat).

Section III: Appendix

[NASW Code of Ethics](#)

[Texas State Board of Social Work Examiners](#)

[NASW Standards for Cultural Competence in Social Work Practice](#)

[TCU Student Handbook](#)