

THE SCHOOL OF SOCIAL WORK

BSW PROGRAM



SCHOOL OF SOCIAL WORK

DR. ANNA McPHATTER, Dean
DR. HALAEVALU VAKALAH, Associate Dean

The Social Work Program was formed in 1969 and was known as the Undergraduate Social Welfare Program in the Department of Sociology, College of Liberal Arts. In 1975 the program received departmental status and the name was changed to Department of Social Work. The change in name and status was a reflection of the recognition that the baccalaureate degree in social work is the first professional degree in this profession. The social work program received approval by the Council on Social Work Education in 1971. In 1975, it became one of the first undergraduate programs in the country to receive accreditation by this body. The department has continued to receive re-accreditation since that time. In 2005 and 2006 respectively the department reached new growth and expanded to add both a Masters and PhD program. Both programs have adapted the rich tradition of enhancing the knowledge base of future social workers and leaders in America with a specific focus in urban areas. In 2009, the Department of Social Work became the School of Social Work.

Since the first class earning the B.A. degree graduated 1971, students completing the undergraduate degree in social work have gone on to distinguished careers in social work and other related disciplines. Social agencies located in the Baltimore-Metropolitan area employ numerous Morgan social work graduates. These agencies include Baltimore Public Schools, hospitals, psychiatric facilities, correctional facilities, child welfare agencies, and agencies that provide services to the elderly. In addition, fifty percent of the students receiving the bachelor's degree in social work from Morgan pursue graduate studies in social work within two years of receiving the BSW.

FACULTY

Chairperson of Department: Yvonne Greene;
Professors: Sandra Chipungu; **Associate Professors:** Rhonda Wells Wilbon, Melissa Littlefield, Kevin Daniels, Claudie Thomas, Sandra Austin; **Assistant Professors:** Laurens Van Sluytman, Denise McLane-Davison Michael Sinclair, Anthony Estreet, Taqi Tirmazi; Paul Archibald, Linda Darrell; **Lecturer:** Margaret Pittman.

Director of Field Education: Thelma Rich

Assistant Director of Field Education: Johanna Cottman

THE MAJOR IN SOCIAL WORK STATEMENT OF MISSION AND GOALS

The mission of the Social Work Program is to prepare beginning generalist and advanced practitioners to practice competently and effectively with urban families, groups, organizations, and communities. In recognition of Morgan State University's mission to address human service needs of urban residents, the program is committed to the alleviation of human suffering, and the improvement of the quality of life for urban residents. Because African Americans make up a substantial percentage of the urban population, and are also over represented among urban residents facing unrelenting social and economic problems, the program has a major focus on preparing its graduates to address systematically and strategically, issues of poverty and socioeconomic disadvantage, interpersonal and community violence, substance abuse and mental health problems, social injustice and discrimination. The program's overarching goal is to prepare beginning and advanced social workers whose knowledge, values, ethics, and skills enable them to intervene effectively with distressed African American communities, as well as other communities and populations at risk for negative outcomes and overall well being. The Program's curriculum is built upon the mission and goals and is supported by the faculty through applied research, scholarship, and ongoing commitment and service to the city and state. The BSW and MSW Programs at Morgan State University are fully accredited by the Council on Social Work Education. The Ph.D. Program is also offered in the School of Social Work.

ADMISSION TO THE BSW SOCIAL WORK PROGRAM

Admission to Morgan State University does not constitute admission to the Social Work Program. Students planning to major in Social Work should contact the School of Social Work for information on the Social Work Program. Students interested in a career in social work may enter the Department under the status of "Prospective Social Work Major" which enables the student to be advised and guided through General Education requirements by

a social work faculty member. No credit is granted for life experiences. Social Work admission requirements and guidelines include the following:

- 1) Completion of General Education Requirements – 40 credits
- 2) Cumulative Grade Point Average of 2.5
- 3) Completion of Social Work application (obtained from departmental office)
- 4) Completion of a Biographical and Personal Statement
- 5) Two letters of recommendation
- 6) Possible Interview with Admissions and Retention Committee

Admissions and Retention Committee

The admissions process is designed to assist students in determining the compatibility of their own goals with those of the social work profession.

STATUTE OF LIMITATION AND TRANSFER POLICY

There is a seven year statute of limitation on social work foundation courses. Social Work Practice courses and Field Education internships must be completed at Morgan State University. Students admitted into the social work program from another major within the University must complete the curriculum plan that is in effect at the time of admission to social work, which may differ from the curriculum plan in the catalog under which the student entered the University.

RETENTION/GRADUATION

Majors must retain a 2.5 cumulative grade point average and must have a 2.5 cumulative grade point average upon graduation.

REQUIREMENTS

Social Work students are required to complete an interdisciplinary arrangement of courses which make up the liberal arts foundation as a basis for entering the social work curriculum. Many of these courses constitute the General Education Requirements of the University and include: Language Arts and Critical Thinking, Humanities and the Arts, Social and Behavioral Sciences, Mathematics, African and African-American Studies, Biological and Physical Sciences, and Health and Physical Education. In addition, social work majors are required to complete the following support courses with a grade of “C” or better:

Required Support Courses:

PSYC 101	General Psychology
SOCI 101	Introduction to Sociology
ECON 211	Principles of Economics
SOCI 351	Introduction to Social Statistics

Social Work Requirements:

SOWK 200	Introduction to Social Work
SOWK 209	Black Families
SOWK 329	Social Welfare and Social Policy
SOWK 331	Human Behavior and the Social Environment I
SOWK 332	Human Behavior and the Social Environment II
SOWK 334	Generalist Practice I
SOWK 342	Diversity and Issues of Social and Economic Justice
SOWK 460	Social Work Research
SOWK 423	Clinical Social Work/Case Management
SOWK 424	Chemical Dependence and Community Violence
SOWK 432	Field Education and Laboratory I
SOWK 433	Field Education and Laboratory II
SOWK 434	Social Work Practice II
SOWK 435	Social Work Practice III
SOWK 436	Senior Seminar

Please refer to the Recommended Curriculum Sequence for General Education Requirements as well as the other requirements for the Social Work major. Social Work students must complete General Education Requirements prior to taking Social Work courses with the exception of SOWK 200—Introduction to Social Work and SOWK 209 —Black Families. These requirements apply to students entering Morgan for the first time as well as transfer students.

School Electives-

All students completing a major in Social Work must complete six (6) credits of courses offered in the BSW Department in the School of Social Work and/or the university. These courses are designed to enhance the student’s knowledge and understanding of urban issues, problems, and solutions and must be taken at Morgan State University. Students must consult with their faculty advisor to select courses.

SOCIAL WORK COURSE OFFERINGS

ORSW 101 FRESHMAN ORIENTATION FOR THE SCHOOL OF SOCIAL WORK *Two hours; 1 credit.*

This course introduces students to the expectations and demands of higher education, to the legacy and tradition of Morgan State University, to college survival strategies, to the academic requirements of the BSW Program, and to the array of career opportunities in the social work profession. Students enrolled in this class are required to attend all university convocations and other prescribed extra-curricular activities. They are also required to hold conferences with their faculty advisers in order to pass the course. Students transferring 24 or more credits to the university when admitted are exempted from this requirement. **(FALL/SPRING). Must earn a “C” or higher in the course.**

SOWK 200 INTRODUCTION TO SOCIAL WORK

Three hours; 3 credits. This introductory course is open to students interested in learning about or pursuing social work as a career and is required for social work majors. The course explores professional social work in terms of its purpose and goals; its values and ethics; its special mission to the enhancement of human well-being and to the alleviation of poverty and oppression; its fields of practice, i.e., child welfare, mental health and developmental disabilities, health care, criminal justice, the work place, human diversity, aging, housing, and the homeless, etc.; and its direct practice methods within a generalist perspective. Special attention will be paid to the historical and contemporary contributions of African Americans to the broad field of social welfare. **(FALL/SPRING). Must earn a “C” or higher in the course.**

SOWK 209 BLACK FAMILIES *Three hours; 3 credits.*

This course provides an in-depth examination of Black families in their struggle to develop into strong viable kinship institutions in the face of political, economic, and cultural adversity. The course will introduce students to the historical and cultural forces which have shaped Black families from traditional Africa through slavery to contemporary urban society. It will explore major theoretical perspectives of the Black family and provide students with an overview of major social welfare policies and programs designed to address family needs. Most significantly, it will give students insight into the strategies and tactics born out of the Black experience to strengthen and enhance contemporary Black family life. **(FALL/ SPRING). Must earn a “C” or higher in the course.**

SOWK 329 SOCIAL WELFARE AND SOCIAL POLICY *Three hours; 3 credits.* The Social Welfare and Social Policy course is designed to introduce and familiarize students with the concept of social welfare as a broad field

consisting of a variety of programs, policies, laws, institutions, and systems designed to provide for the general well-being of the entire population. The field of social welfare will be examined from a historical, as well as present day perspective, in order that the student may gain an understanding of the relationship between societal values, political and economic influences as well as frameworks that guide formulation and implementation of social welfare policies and programs. Emphasis will also be placed on the role of Blacks and other minority groups as architects, as well as systems change agents. Students are expected to critically analyze social policy and be able to discern when policies and programs present obstacles to the well-being of client populations. **Prerequisites:** ECON 211, SOCI 101, SOWK 200. **Gateway course-Permission only by acceptance into the BSW Program.** **(FALL/ SPRING). Must earn a “C” or higher in the course.**

SOWK 331-332 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I AND II *Six hours; 6 credits.*

This two course sequence is a study of physical and social environments, including communities and organizations as the context for life course development. Using the Ecological Systems Perspective as a framework, the course focuses on the complex and dynamic interaction between various environmental systems and the biological, cognitive, and psychosocial development of the individual. Special emphasis will be placed on factors which are obstacles to healthy biopsychosocial development and functioning, i.e., poverty and socioeconomic disadvantage, interpersonal and community violence, chemical abuse, oppression, etc. Special attention will also be given toward helping students develop their capacity for critical analysis of development theories and the appropriateness of their use as frameworks for understanding and assessing human behavior and functioning of people of color and other diverse populations. **Prerequisites:** BIOL 101; PSYC 101; SOCI 101; SOWK 200; SOWK 209. **(FALL/ SPRING). Must earn a “C” or higher in the course.**

SOWK 334 GENERALIST PRACTICE I *Three hours; 3 credits.*

This course will introduce students to the complex and unique characteristics of the profession of social work. Students will explore in depth the knowledge base, values and ethics, and practice methodology which make up generalist social work practice. The course will present social work theories and practice models generic to the profession, the problem solving model, social work roles, and beginning skills in relationship building and interviewing. The goal of the course is to prepare students for entry into Field Education with a firm grasp of the role and function of generalist social work practice.

Prerequisites: SOWK 200; SOWK 209; SOWK 329; SOWK 331.(SPRING). **Must earn a “C” or higher in the course.**

SOWK 342 DIVERSITY AND ISSUES OF SOCIAL AND ECONOMIC JUSTICE *Three hours; 3 credits.* The purpose of this course is to provide students with an understanding and appreciation of the unique historical and cultural development of diverse groups in American society. The course introduces students to a framework for cross-cultural comparison as well as explore internal divergence or diversity within each group. The dynamics of class, race, gender, labor and age inequality, injustice and subordination will be explored. The course will also present a historical analysis of the organizational structures, political ideologies, and leadership styles used by oppressed groups in the struggle for self-determination and empowerment. The course seeks to raise the political consciousness of students as well as to familiarize them with tactics, strategies and organizational tools designed to effectuate social change. **Prerequisites:** SOWK 200; SOWK 329; SOWK 331; ECON 211; SOCI 101. (FALL/ SPRING).

Must earn a “C” or higher in the course.

SOWK 423 CLINICAL SOCIAL WORK/CASE MANAGEMENT *Three hours; 3 credits.* This course introduces students to work done by Clinical Social Workers, as experienced in a new environment of more exacting case management. Focus is placed on two documents of the National Association of Social Workers: “Standards of Clinical Social Work” and “Code of Ethics.” Other areas covered are various clinical theories, the therapeutic process and the goals, skills and professional behaviors involved in providing clinical social work services. **Prerequisites:** SOWK 200, PSYC 101, SOWK 331, SOWK 332, SOWK 334).FALL/SPRING).

Must earn a “C” or higher in the course.

SOWK 424 CHEMICAL DEPENDENCY AND COMMUNITY VIOLENCE *Three hours; 3 credits.* This course is taught in two (integrated) parts. The first part

covers chemical dependency (alcohol and other drug abuse – ATOD). It will equip students with the awareness and understanding of the history of drug abuse; its policy, legal, and socio-psychological manifestations and implications and a variety of prevention, early intervention, treatment and rehabilitation approaches. The second part of this course will provide students with knowledge about inner-city community violence and the ways in which it is, and is not, related to drug abuse. These problems are approached and analyzed from an ecological perspective that examines the interaction of race/ethnicity and macro – social values and social policy, mezzo – social institutions and groups, and micro – individual psychodynamics. **Prerequisites:** SOWK 329; SOWK 331-332; SOWK 334. (FALL/SPRING).

Must earn a “C” or higher in the course.

SOWK 427 PUBLIC CHILD WELFARE IN THE URBAN ENVIRONMENT *Three hours; 3 credits.*

This course is an introduction to the field of child welfare and family services in the urban environment. The roles of child welfare professionals in a variety of settings will be explored. Emphasis will be on the scope and practice of child welfare and program and policy challenges faced by current child welfare professionals. A major focus of the course will be on the development of a relevant knowledge base to provide direct service in child welfare settings. **Prerequisite:** SOWK 334. (FALL/SPRING).

SOWK 432-433 FIELD EDUCATION AND LAB I AND II

1.5 hours lecture, 16 hours field experience per semester; 6 credits per semester. Students will receive 6 credits per semester for a total of 12 credit hours for two courses. Students will spend 16 hours per week (Tuesdays and Thursdays) in a community based social service agency in conjunction with a weekly seminar/lab. Students will

receive practice experience under the supervision of an experienced social work professional with an emphasis on integrating theoretical and practice methodology, developing and sharpening assessment and intervention skills introduced in the classroom. The weekly laboratory is designed to supplement agency experience, further integrating field learning with ongoing class work. **Prerequisites:** SOWK 200, SOWK 209, SOWK 329, SOWK 331-332; SOWK 333; SOWK 334. (FALL/SPRING). **Must earn a “C” or higher in the course.**

SOWK 434 SOCIAL WORK PRACTICE II *Three hours; 3 credits.* This course builds on the knowledge and skills acquired in Generalist Social Work Practice. The Ecological Systems Perspective provides the theoretical framework for the development of assessment, intervention, and problem solving skills. Focus will be on the integration of theoretical frameworks and social work practice models, which build on a strengths perspective. Content will be provided on at-risk individuals, families and groups negatively impacted by historical and current oppression, poverty and socioeconomic disadvantage, physical and mental disability, and ageism. Students are expected to develop a professional self-concept through continued clarification of personal and profession values and development of frameworks for use in resolving ethical dilemmas. **Prerequisites:** SOWK 331-332; SOWK 333; SOWK 334. **This course must be taken in conjunction with SOWK 432.** (FALL). **Must earn a “C” or higher in the course.**

SOWK 435 SOCIAL WORK PRACTICE III *Three hours; 3 credits.* This course builds on the knowledge and skills acquired in Generalist Social Work Practice and Social Work Methods I. Community organization, development, and social planning in urban environments provide the frame of reference for skills development. Knowledge of the ecological systems perspective is utilized to help students understand the dynamics of modifying environments, developing resources, planning, and managing societal and organizational barriers to change. **Prerequisites:** SOWK 331-332; SOWK 333; SOWK 334; SOWK 434. **This course must be taken in conjunction with SOWK 433.** (SPRING). **Must earn a “C” or higher in the course.**

SOWK 436 SENIOR SEMINAR *Three hours; 3 credits.* This seminar is the culminating course in the social work major designed to determine the extent to which students have attained a comprehensive grasp of social work knowledge, values, and skills. The development and completion of a substantial research paper serves as the comprehensive examination in the major which must be passed with a grade of “C” or better before the student is per-

mitted to graduate. **Prerequisite:** SOWK 434. (SPRING). **Must earn a “C” or higher in the course.**

SOWK 460 SOCIAL WORK RESEARCH *Three hours; 3 credits.* This course is designed to enhance the spirit of inquiry through the development of basic knowledge of scientific research within an ethical framework. It provides a basis for understanding and appreciating the impact of research on social work theory, practice and service delivery. The research curriculum is designed to develop effective research practitioners who utilize research findings, concepts, methods, and skills in the process of

social work practice. Students will be introduced to specific methods for evaluating their own practice with supervision. Students are taught how to integrate statistics into research methods. **Co-requisite:** SOWK 334; **Prerequisite:** SOCI 351 or PSYC 316. (FALL/ SPRING). **Must earn a “C” or higher in the course.**

MENTAL HEALTH TECHNOLOGY COURSES

MHTC 101 INTRODUCTION TO HUMAN SERVICES *Three hours; 3 credits.* This course will give students an overview of the field of mental health and its interrelatedness with other human service disciplines. The student will be introduced to techniques which are employed by human service professionals when making assessments of individual, family and community crises that confront people in their day to day living. Skills in observation, recording and reporting specific events accurately will be emphasized. (OFFERED AS NEEDED)

MHTC 103 INTRODUCTION TO GROUP DYNAMICS *Three hours; 3 credits.* Introduction to theory and practice of group functioning and interaction among and between group members are discussed. Small group activities in the class serve as processes to study and understand group development and behavior. Emphasis is placed on the development of effective group skills including verbal and non-verbal communication, conflict resolution, group cohesion, group roles, and group leadership. (FALL/SPRING)

MHTC 340 SPIRITUALITY AND THE HELPING TRADITION *Three hours; 3 credits.* This course is offered to aid in the development of culturally competent practitioners who will be critically reflective of and respectfully responsive to the diversity of spiritual values, ethics, and principles that contribute to the world views of the people with whom they work. It will explore the multiple definitions of spirituality and its meaning in and between various cultural and marginalized groups. The course will explore the role of spirituality in supporting

or impeding individuals, families, and group strengths as well as its interaction with structural systems. The course will provide various case examinations along with the opportunity to explore skill-based approaches for assessment and intervention. Special emphasis will be given to people of color within urban environments. (FALL/SPRING).

GERONTOLOGY COURSE

GERO 300 INTRODUCTION TO GERONTOLOGY *Three credits; 3 hours.* This course is an introduction to the field of gerontology in the social work profession. This course is designed to expose students to the aging process across the physical, cognitive, psychological, social, spiritual, and cultural dimensions in latter adulthood. The course will investigate social policies, family constellations, health care, financial security, service delivery, diversity and assumptions about aging. This course will apply an ecological perspective and generalist social work practice framework, guided by the NASW Code of Ethics. Emphasis will be placed on helping the student to develop an understanding and appreciation for diversity, social and economic justice, disabilities and populations-at-risk within the aging population. (OFFERED ONLINE FALL/SPRING).

Recommended Electives

GERO 300 Introduction to Gerontology

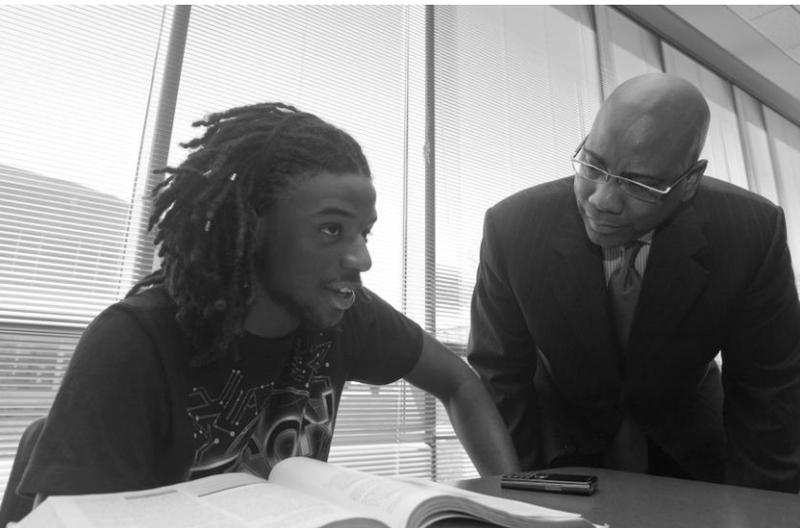
SOWK 361 Dimensions of Family Violence

SOWK 427 Public Child Welfare in the Urban Environment

MHTC 360 Spirituality, Religions and the Helping Profession

HEED 203 Personal and Community Health

NUSC 262 Nutrition Education



MORGAN STATE UNIVERSITY
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RECOMMENDED CURRICULUM SEQUENCE

FRESHMAN YEAR (FIRST SEMESTER)

ENGL 101	FRESHMAN COMP I	3
ORSW 101	FRESHMAN ORIENTATION	1
PSYC 101	GENERAL PSYCHOLOGY	3
HIST 101/105	WORLD HISTORY I or HISTORY OF THE U.S.	3
MATH 109	COLLEGE MATH	4
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FRESHMAN YEAR (SECOND SEMESTER)

ENGL 102	FRESHMAN COMP II	3
BIOL 101	INTRODUCTION TO BIOL I	4
MHTC 103	INTRO GROUP DYNAMICS	3
HIST 102/106	WORLD HISTORY I or HISTORY OF THE U.S. II	3
HH Gen Ed	HEALTHFUL LIVING	3
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SOPHOMORE YEAR (FIRST SEMESTER)

HUMA 201	HUMANITIES	3
ECON 211	PRINCIPLES OF ECONOMICS	3
BP Gen Ed	NON LAB BASED	3
SOWK 200	INTRO TO SOCIAL WORK	3
IM Gen Ed	INFO,TECH, MEDIA	3
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SOPHOMORE YEAR (SECOND SEMESTER)

PHIL 109	INTRO TO LOGIC	3
SOCI 101	INTRO TO SOCIOLOGY	3
SOWK 209	BLACK FAMILIES	3
PHIL 220	ETHICS & VALUES	3
XXX	FREE ELECTIVE	3
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JUNIOR YEAR (FIRST SEMESTER)

SOWK 329	SOCIAL WELFARE AND SOCIAL POLICY	3
SOWK 331	HUMAN BEH & SOC ENVIR I	3
HIST 350	INTRO TO AFR DIASPORA	3
XXX	SCHOOL ELECTIVE	3
SOCI 351	INTRO TO SOCIAL STATISTICS	3
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JUNIOR YEAR (SECOND SEMESTER)

SOWK 332	HUMAN BEH & SOC ENVIR II	3
SOWK 334	GENERALIST PRACTICE I	3
XXX	SCHOOL ELECTIVE	3
SOWK 460	SOCIAL WORK RESEARCH	3
SOWK 342	DIVER & SOCIAL ECON. JUST	3
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SENIOR YEAR (FIRST SEMESTER)

SENIOR YEAR (SECOND SEMESTER)

SOWK 434	SOCIAL WORK PRACTICE II	3	SOWK 435	SOCIAL WORK PRACTICE III	3
SOWK 432	FIELD INSTRUCTION AND LAB	6	SOWK 433	FIELD INSTRUCTION AND LAB	6
SOWK 424	SUBSTANCE ABUSE/ CHEM DEPENDENCY	3	SOWK 436	SENIOR SEMINAR	3
SOWK 423	CLINICAL SOCIAL WORK CASE MANAGEMENT	3	XXX	FREE ELECTIVE	3
					15
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TOTAL CREDITS					120

SCHOOL OF GRADUATE STUDIES

Since its establishment in 1964, the School of Graduate Studies has seen a steady growth in the number of advanced degree programs offered. The Doctoral degree is offered in fifteen (15) programs, thirty-five (35) Master's degrees are now offered in thirty-two (32) academic areas, and graduate-level certificates are offered in seven (7) areas.

Ph.D.: Bioenvironmental Sciences Ph.D.: Business Administration
 Ph.D.: Industrial and Computational Mathematics Ph.D.: English
 Ph.D.: Higher Education Ph.D.: History
 Ph.D.: Nursing Ph.D.: Psychometrics Ph.D.: Social Work
 Ed.D.: Community College Leadership Ed.D.: Mathematics Education
 Ed.D.: Science Education
 Ed.D.: Urban Educational Leadership D.Eng.: Engineering
 Dr.P.H.: Public Health

M.A.: African-American Studies M.A.: Economics
 M.A.: English
 M.A.: Higher Education Administration M.A.: History
 M.A.: International Studies M.A.: Journalism
 M.A.: Mathematics
 M.A.: Museum Studies and Historical Preservation M.A.: Music
 M.A./M.S.: Sociology M.S.: Bioinformatics
 M.S.: Construction Management
 M.S.: Education Administration & Supervision M.S.: Elementary & Middle School Education
 M.S.: Hospitality Management
 M.S.: Journalism Science M.S.: Mathematics Education M.S.: Professional
 Accountancy M.S.: Project Management M.S.: Psychometrics
 M.S.: Science (Biology) M.S.: Science (Chemistry) M.S.: Science
 (Physics) M.S.: Science Education
 M.S.: Telecommunications Management M.S.: Transportation Studies
 M.S.L.A.: Landscape Architecture M.L.A.: Landscape Architecture M.Arch.:
 Architecture
 M.C.R.P.: City & Regional Planning M.A.T.: Master of Arts in Teaching M.B.A.: Master of
 Business Administration M.E.N.: Engineering
 M.P.H.: Public Health M.S.N.: Nursing M.S.W.: Social Work

CERT: Bioinformatics
 CERT: Health Leadership & Management CERT: Health Records Management
 CERT: Museum Studies and Historical Preservation CERT: Psychometrics
 CERT: Project Management
 CERT: Urban Planning & Health Management

Inquiries about graduate programs, admissions, costs, financial aid, and policies should be addressed to the School of Graduate Studies, Morgan State University, Baltimore, Maryland 21251, or telephone (443) 885-3185. Inquiries can also be

made by fax (443) 885-8226 and by visiting our Web site at www.morgan.edu.

GRADUATE WORK BY MORGAN SENIORS

With the approval of the chairpersons of departments concerned and the Dean of the School of Graduate Studies, seniors at Morgan State University who have completed 96 credit hours toward the baccalaureate degree with a cumulative grade point average (GPA) of 3.0 or better and who also possess a minimum GPA of 3.0 in their major may register for a maximum of six (6) credit hours of course work in the School of Graduate Studies.

Upon admission to the School of Graduate Studies, students may, when appropriate, have the credit earned for graduate courses taken as an undergraduate applied towards a graduate degree at Morgan. Or, with the prior written permission of the Department Chairperson in which their major is located, seniors may elect to have the credit earned for graduate courses applied towards a baccalaureate degree at Morgan. The credit earned, however, may be applied to satisfy degree requirements only once; either to complete requirements for the bachelor's degree or, to complete graduate degree requirements. In order to be officially registered in a graduate course, undergraduates must:

- complete a form requesting to take graduate courses prior to the start of the graduate course;
- have their request form signed by the Chairperson (or the Chairperson's designee) of the department in which the graduate course is taught;
- have their request signed by the Dean of the School of Graduate Studies;
- complete a Drop/Add form with the graduate course(s) in which the student seeks enrollment filed with the Dean of the School of Graduate; and,
- be registered for the graduate course(s) by the School of Graduate Studies.

This policy applies to qualified seniors interested in enrolling in graduate courses. Undergraduates improperly enrolled in graduate courses may be administratively withdrawn from the course. Undergraduates who may be admitted to accelerated bachelor's to master's degree programs should consult their program requirements on registering for and the application of graduate courses to degree requirements.

ADMINISTRATORS OF THE UNIVERSITY

