Student Handbook
2014-2015
MSW Program
Revised August 2015

This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this University of Alabama MSW Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the program chair, the assistant dean, or other appropriate individuals in the School of Social Work or The University of Alabama.
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NASW CODE OF ETHICS

Students of the University of Alabama School of Social Work are expected to comply with the following code:

Summary of Ethical Principles¹

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

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.

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

¹ A complete copy of the NASW Code of Ethics is available online: http://www.naswdc.org/pubs/code/
THE UNIVERSITY OF ALABAMA
SCHOOL OF SOCIAL WORK

The University of Alabama School of Social Work was established in 1965 by an act of the Alabama Legislature to address Alabama's critical shortage of and pressing need for professionally trained social workers. Prior to this time there were fewer than 100 trained social workers in the state, accounting for about 19 percent of the persons employed in the state's social welfare positions. Forty-eight of the state's sixty-seven counties had no professional social workers. The first class of 27 MSW social workers graduated in 1969. Since that time, over 4,000 MSW degrees have been awarded. The School also offers the BSW and PhD degrees and has significant programs of research, instruction, and service.

MISSION STATEMENT

The faculty of the School of Social Work adopted the following mission statement in March 2009:

The University of Alabama School of Social Work seeks to solve biopsychosocial problems, improve individual and social conditions, and promote justice and human dignity through teaching, research, and service.

Teaching: The school awards the Bachelor of Social Work degree, which prepares graduates for generalist social work practice; the Master of Social Work degree, which prepares graduates for advanced social work practice; and the Doctor of Philosophy degree, which prepares graduates for careers in research. The School works to increase the number of competent social workers in the state and in the region.

Research: The School develops research-based knowledge of social problems and their solutions.

Service: The School provides resources and leadership by partnering with individuals, families, groups, community agencies, and organizations at all levels. In addition, the School improves the delivery of social services, with an emphasis on public social services contexts and underserved and disenfranchised populations.

As a diverse community of teachers, researchers, learners, and support persons with shared values and aspirations, the School promotes lifelong learning, research, and service initiatives to individuals, families, groups, organizations, and communities.
GOAL OF THE MSW PROGRAM

The MSW program prepares students for evidence-informed advance social work practice and leadership roles.

MSW CURRICULUM THEMES

The MSW program emphasizes five themes underpinning the foundation and the concentration year objectives. These themes are:

Life Course Perspective: Social workers understand that the growth and development of individuals, families, groups, organizations and communities are influenced by a range of psychological, social, historical, political and economic factors. The interaction of these factors with life events and life transitions contribute to the subsequent outcomes. This theme also serves as the conceptual framework for the entire MSW curriculum.

Valuing Diversity: Social workers value and work respectfully with people who are different from themselves.

Critical and Reflective Thinking: Critical and reflective thinking that challenges assumptions, and that is based on evidence to arrive at creative solutions, is the basis for competent social work practice.

Evidence-Based Practice: Social workers favor interventions with demonstrated effectiveness. They are prepared to carefully evaluate practice and program outcomes.

Services to the Poor and Underserved: Alabama’s poor and underserved receive social services primarily from public and non-profit social service agencies. Social workers must be prepared to practice in these contexts and to challenge social injustice.

MSW PROGRAM OBJECTIVES

Foundation Objectives

Upon successful completion of the first year of their coursework, MSW students will demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

6. Apply the knowledge and skills of generalist social work perspective to practice with systems of all sizes.

7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individual and families, groups, organizations, and communities.

8. Analyze, formulate, and influence social policies.

9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.

10. Use communications skills differentially across client populations, colleagues, and communities.

11. Use supervision and consultation appropriate to social work practice.

12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

**Advanced Objectives**

MSW students choose between two concentrations: Social Work with Children, Adolescents and their Families, or Social Work with Adults and their Families. Concentration course work includes SW 501 Social Welfare Policy: Advanced Policy Analysis, SW 525 Evaluation Research, two required concentration courses, three electives, and a field placement related to the concentration. Upon successful completion of coursework, students will demonstrate:

1. The ability to apply effectively selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.
2. The ability to use reflectively the theoretical approaches and knowledge bases underlying their practice with particular attention to the life course perspective.

3. The ability to evaluate their own practice.

4. The ability to analyze the impact of social welfare policies on clients and practice situations.

5. The ability to practice in ways that are culturally and gender appropriate with low income persons and with those who have experienced social and economic injustice.

COMPETENCIES AND PRACTICE BEHAVIORS

Foundation Core Competencies and Practice Behaviors

Educational Policy 2.1—Core Competencies

Core Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Practice Behavior Indicators (PBI)

Social Workers
- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Core Competency 2.1.2—Apply social work ethical principles to guide professional practice.

Practice Behavior Indicators (PBI)

Social Workers
- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
Core Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.

*Practice Behavior Indicators (PBI)*

Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Core Competency 2.1.4—Engage diversity and difference in practice.

*Practice Behavior Indicators (PBI)*

Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners, appreciate client cultural differences, and actively learn from their clients and colleagues.

Core Competency 2.1.5—Advance human rights and social and economic justice.

*Practice Behavior Indicators (PBI)*

Social workers

- understand the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

Core Competency 2.1.6—Engage in research-informed practice and practice-informed research.

*Practice Behavior Indicators (PBI)*

Social workers

- use practice experience to inform scientific inquiry;
- implement evidence-based interventions into their own practice through adapting these practices to their specific milieu and population; and
- use research evidence to inform practice.
Core Competency 2.1.7—Apply knowledge of human behavior and the social environment.
*Practice Behavior Indicators (PBI)*
Social workers
- use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

Core Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
*Practice Behavior Indicators (PBI)*
Social workers
- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues, clients, and/or community members and community leaders for effective policy action.

Core Competency 2.1.9—Respond to contexts that shape practice.
*Practice Behavior Indicators (PBI)*
Social workers
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in policy, service delivery, and practice to improve the quality of social services.

Core Competency 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Core Competency 2.1.10(a)—Engagement
*Practice Behavior Indicators (PBI)*
Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- work collaboratively with clients toward mutually agreed upon outcomes.

Core Competency 2.1.10(b)—Assessment
*Practice Behavior Indicators (PBI)*
Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- emphasize and apply appropriate intervention strategies.
Core Competency 2.1.10(c)—Intervention

*Practice Behavior Indicators (PBI)*

Social workers

• initiate actions to achieve organizational and community goals;
• implement prevention interventions that enhance client capacities;
• help clients resolve problems;
• negotiate, mediate, and advocate for clients; and
• facilitate transitions and endings.

Core Competency 2.1.10(d)—Evaluation

*Practice Behavior Indicators (PBI)*

• Social workers critically analyze, monitor, and evaluate interventions.

**Advanced Practice Behaviors**

A1 The ability to apply effectively selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.

A1.1 Identify evidence-supported models and methods of social work practice with children, adolescents and their families/adults and their families.

A1.2 Describe evidence-supported models and methods of social work practice with children, adolescents and their families/adults and their families.

A1.3 Apply evidence-supported models and methods of social work practice with children, adolescents and their families/adults and their families.

A2. The ability to use reflectively the theoretical approaches and knowledge bases underlying their practice with particular attention to the life course perspective.

A2.1 Apply the life course perspective to evidence-supported models and methods of social work practice with children, adolescents and their families.

A3. The ability to evaluate their own practice.

A3.1 Evaluate the process and outcomes of the evidence-supported models of social work practice with children, adolescents and their families.

A4. The ability to analyze the impact of social welfare policies on clients and practice situations.

A4.1 Identify social welfare and/or organizational policies that affect clients and social work practice with children, adolescents, and their families.
A4.2 Analyze social welfare and/or organizational policies that affect clients and social work practice with children, adolescents, and their families.

A4.3 Apply results of social welfare and/or organizational policy analyses to social work practice with children, adolescents and their families.

A5. The ability to practice in ways that are culturally and gender appropriate with low income persons and with those who have experienced social and economic injustice.

UNIVERSITY INFORMATION

ACTion Cards
The University requires that you have an identification card with your name and picture. Called the ACTion card, it is both a debit and an identification card. Your student number is encoded magnetically in your card along with the services to which you have access. This card provides identification for library services, university sporting events, access to certain buildings and parking decks, meal ticket and vending machine charge privileges, AT&T calling, and many other services. It is invaluable for university activities and resources and in cashing checks in the Tuscaloosa community. It is the student's responsibility to have an ACTion Card made at 104 Student Services Center. For more information or to report a lost or stolen card, contact the ACTion Card Office at http://actcard.ua.edu or (205) 348-2288.

Admission to Candidacy
Admission to Graduate School does not imply admission to candidacy for a degree. Admission to candidacy is contingent upon the recommendation of the student’s department and the approval of the graduate dean, after the student has met the formal requirements for candidacy and has demonstrated sufficient preparation to pursue the graduate study and research required for the degree sought.

The application for admission to candidacy for the master’s degree should be filed after 12 semester hours of graduate credit have been earned at The University of Alabama. It must be approved by the time of registration for the semester in which requirements for the degree are completed. Approval will depend on (a) the quality of the applicant’s graduate work prior to the time the application is made, (b) the removal of any special conditions, and (c) the certification of the major department or school that the student is well qualified to continue work toward the degree. Students must also file an application for degree. Application forms are available on the Graduate School website (http://www.graduate.ua.edu) and should be submitted to the School of Social Work Registrar.

Alabama Residency
You can find answers to most questions regarding resident and non-resident status on the University Registrar’s website, http://registrar.ua.edu/policies/residency.
**Application for Degree**

Each candidate for a master’s degree must apply for the degree through the Office of the Graduate School no later than the registration period of the semester or the first session of the summer term in which requirements for the degree are to be completed. Students must also apply for candidacy. Application forms are available on the Graduate School website (http://www.graduate.ua.edu) and should be submitted to the School of Social Work Registrar.

**Books**

Textbooks may be purchased from the University Supply Store, the Alabama Book Store, The College Store, The Off-Campus Bookstore, or any vendor, including those found on the World Wide Web. Please note that **you may need to check more than one source for texts.**

**Career Center**

The Career Center, located at 330 Ferguson Center, is a full-service career resource for UA students and alumni. Most of the services offered by the Career Center can also be accessed on the website, http://career.ua.edu, and via e-mail to Jennie King, the Career Consultant for the School of Social Work. She can be reached at vking@sa.ua.edu or at (205) 348-5848. Ms. King is willing to assist students with résumé preparation or any other career need.

CrimsonCareers, The University of Alabama’s on-line services for résumé posting by students and position posting by employers, allows students and employers to automate numerous employment and recruiting services available within the Career Center. Students and alumni should open a CrimsonCareers account to enable them to access the full array of services available. Go to http://career.ua.edu and follow the link to CrimsonCareers.

Check the Career Center’s calendar often for events scheduled throughout the semester, including on-campus interviews, information sessions, and career fairs.

**Counseling Services**

Personal counseling by qualified professionals is available to students at the Psychology Clinic, 200 Hackberry Lane, (205) 348-5000, and the Counseling Center, 1101 South Lawn Office Building, (205) 348-3863.

**Crimson E-mail Account**

This account serves as a primary method by which University and School of Social Work administrators and professors communicate with you. It serves as an official means of communication and students are responsible for information provided to them by the school via this communication mechanism. A link to information on forwarding your Crimson e-mail to another account is available through www.myBama.ua.edu. Staff of the Office of Information Technology (ITS) can assist you with e-mail problems. You can e-mail the ITS Service Desk at ITSD@ua.edu or call (205) 348-5555. If you fail to maintain your Crimson e-mail account (e.g. do not let your mailbox get full), you may miss information crucial to your success. You are responsible for all information sent to your Crimson account by the University and by the School of Social Work.
CrimsonRide
The University of Alabama's transit system, CrimsonRide, makes stops at locations close to Little Hall. See http://crimsonride.ua.edu/ for more information on routes.

Fellowships Administered by the Graduate School and External Organizations

A number of fellowships and other awards are administered by the Graduate School and by external organizations. For more information, see the Graduate School’s Financial Assistance Handbook, available at http://www.graduate.ua.edu/financial/handbook/index.html.

Graduate Student Services
The University’s Office of Graduate Student Services provides services and resources specifically for graduate students. The Mission of Graduate Students Services is to increase and support the academic, personal, and professional growth of graduate and professional students at The University of Alabama.

Graduate Student Services offers orientation for new graduate students; seminars and programs; publications; and an extensive webpage to keep graduate students informed (http://gradservices.sa.ua.edu). The Office works closely with the Graduate Student Association to host an annual Graduate Student Research Conference. The Alpha Epsilon Lambda honor society is advised through this office. For more information, contact Graduate Student Services, 355 Ferguson Center, (205) 348-6796).

Housing
Housing information is sent to you in the general information packet from the University. The University Department of Housing and Residential Communities maintain a variety of housing facilities for students. In addition, information is available at the Office of Residential Life on the first floor of Mary Burke Hall East, (205) 348-6676, http://reslife.ua.edu.

Membership in the Off Campus Association (OCA), http://offcampusassociation.com, can save you money on utility deposits and hookups, and other housing-related costs in both on- and off-campus housing.

Institutional Review Board (IRB)
The purpose of the University of Alabama’s Institutional Review Board (IRB) is to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs. Federal and university regulations require the IRB to review all research involving human subjects conducted at or sponsored by The University of Alabama regardless of the funding source. Student research proposals will be submitted through the faculty member supervising the research. Students should consult with their supervising instructor for information about the format for submitting proposals and procedures for obtaining clearance to conduct research involving human participants.
**International Student Services**
Capstone International Center's International Students and Scholars Services, located in 105 B. B. Comer (205) 348-5402, [http://is.ua.edu/](http://is.ua.edu/), provides a broad range of services and programs specifically designed to meet the unique needs of international students and scholars and their families. Services such as orientation to the University and community, counseling, academic support services, and information about financial assistance are provided by this office.

**Learning Resources**
Assistance with learning skills, reading comprehension, and note-taking is available to students free of charge at the **Center for Academic Success**, located in 124 Osband Hall, (205) 348-5175, [http://www.ctl.ua.edu](http://www.ctl.ua.edu).

**The Writing Center**, 322 Lloyd Hall, offers tutoring in writing skills. Appointments are preferred; walk-ins are welcome. Online tutoring is available exclusively for Distance Education students; conditions apply. Visit [www.writingcenter.ua.edu](http://www.writingcenter.ua.edu) for complete details.

**Legal Charges for or Conviction of a Misdemeanor or Felony**
Students considering earning a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. A number of agencies/organizations that provide field practicum placements for social work students require a criminal background check prior to agreeing to provide field education. **The School of Social Work requires background checks for all students prior to field placement.** Detailed information is available in the Field Education Handbook.

2. Some state licensure boards for social workers (including Alabama's) inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure exam.

The School strongly recommends that any applicant/student in this situation consult with his or her advisor.

**Office of Disability Services**
The Office of Disability Services (ODS) serves as the central contact point for students with disabilities. Any student who because of a disability needs special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services, 133B Martha Parham Hall East, (205) 348-4285, TTY (205) 348-3081. This office will prepare letters addressed to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility to present the accommodation letter from the UA Office of Student Disability Services to each of his/her instructors if accommodation is desired.**
Parking Permits
To park on campus during restricted hours, students must display appropriate parking permits on their vehicles. The permit will allow you to park in the areas identified by the color on the permit. Permits are not required after 6:00 p.m. or on Saturday and Sunday. Any student parking on campus Monday through Friday between 7:00 a.m. and 6:00 p.m. is required to either (a) park in one of the visitor decks and pay $3.00 on exit, (b) purchase a permit, or (c) purchase a day-student pass for $5.00 per day that will allow parking in the perimeter zone on campus or in the appropriate residential zone. Permits can be purchased from Parking Services located at Campus Drive Parking Deck at 451 Campus Drive East.

Registration
The University’s Degree Works software provides a useful way for students to monitor progress toward their degrees. Information is available at http://registrar.ua.edu/services/degreeworks/. Students should do a Degree Audit each semester before it is time to register for the next semester. After using Degree Works, students should make an appointment with their advisor to discuss their class schedules. Registration normally occurs near the end of October for the spring semester and in mid-March for the interim, summer, and fall terms. For registration dates, go to http://myBama.ua.edu; and for instructions on how to register, go to http://registrar.ua.edu/services/mystudent/registration-and-advising/registration-instructions.

Safety
The University of Alabama is part of a larger community, so the potential for crime that exists in every American city exists here. The University Police Department (205) 348-5454 has prepared a Safer Living Guide (http://police.ua.edu/images/saferlivingguide.pdf) with information on programs and guidelines to help you make your life, both on and off campus, safe. The police department phone number is the only 24/7 dispatch number on campus: use it for any emergency. A brief description of several university services provided to increase your safety follows.

1. 348-RIDE (7433) or online at http://348ride.ua.edu is a free service that will transport you between locations on campus or between nearby residences and campus. Service is available when CrimsonRide buses are not operating. While all calls are dispatched as soon as possible, high demand may result in delayed response. The service area includes campus and neighborhoods between Greensboro Avenue to the west, 15th Street to the south, Helen Keller Boulevard to the east, and Jack Warner Parkway to the north. While 348-RIDE makes every effort to provide this service, there may be various extenuating circumstances (severe weather, driver illness, etc.) where we are unable to operate during these hours. 348-RIDE is intended as a support service for academic purposes and does not service establishments where alcoholic beverages are sold.

2. Emergency Phones: Bright blue outdoor emergency phones are located around campus. Each clearly marked phone is a direct line to the University Police communications operator. No dialing is necessary. In an emergency, all you
need to do is take the phone off the hook or push the red button. The communications operator knows your location before answering the line.

3. Free public telephones are available in the common areas of all campus buildings. These white “help phones” are marked with emergency instructions and can also be used for on-campus calls. For safety or health emergencies, call 8-5454.

4. Most passenger elevators on campus have emergency lines that operate the same way as the outdoor emergency phones. When you push the red button marked “Emergency,” the University Police communications operator will answer.

5. Motorist Assistance Program (MAP): If you ever have car trouble on campus, you do have a friend in MAP, the University’s Motorist Assistance Program. MAP employees offer free assistance 24 hours a day with vehicle problems. When you need motorist assistance, call (205) 348-0121 and give your name, location, and information on the problem. A UA MAP employee, in a distinctly marked vehicle, will be sent to assist you.

6. U.A. Alerts: One of the methods The University of Alabama uses for emergency notification is UA Alerts. This system enhances the University’s ability to reach students, faculty, and staff by simultaneously triggering multiple contact points. In an emergency, University Relations will activate the system, sending telephone calls (work, cell, and/or home), e-mail, and text (SMS) messages simultaneously to the campus community. Users will be able to update their personal information using their myBama portal. Each night the system automatically updates the database, capturing any changes made by students/employees that day. For more information, visit: http://prepare.ua.edu/alerts or for instructions, visit: http://prepare.ua.edu/instructions.

**University Health Center**
The Student Health Center (SHC), located just off University Boulevard at 750 5th Avenue E, is available for enrolled students who meet the following conditions:

- have confirmed their schedule (paid their bill), and
- are enrolled for at least 5 main campus hours, OR
- are enrolled and have purchased Health Center privileges.

Student eligibility will be verified by a swipe of the student’s ACTion Card at the SHC. Summer students with any number of hours in main campus courses are eligible for services.

Students’ spouses may be eligible for health services by paying a fee. Services are not available during the semester break in late December and early January, or at other times when school is not officially in session.

Services consist of outpatient treatment of illnesses, injuries, and minor surgical procedures. Preventive care, physicals, and gynecological examinations are available. There is a pharmacy, a
laboratory, and an x-ray department. The health service is financed in part from a portion of the university fees paid by students. A small fee is charged for general services. Charges are made for specialized services, casts, appliances, and special supplies, prescribed drugs, and some laboratory and x-ray studies. The student is responsible for fees for any services of non-staff physicians, consultants, and the cost of hospitalization or services other than those provided by the University Health Service.

For more information about the Student Health Center, visit www.cchs.ua.edu/shc, or call (205) 348-6262.

**Transfer of Credit**
Courses of full graduate-level credit earned in a regionally accredited institution where a student was enrolled in the graduate school may be submitted for review for inclusion in a degree program. Evaluation of credit for transfer will not be made until the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires the approval of the MSW Program Chair and the Dean of the Graduate School. Credit will not be accepted for transfer from any institution at which the student failed to achieve a “B” average on all graduate work attempted.

A student initiates, in the Office of the Graduate School, the –Request for Transfer of Graduate Credit (http://graduate.ua.edu/academics/forms/). It is also the student’s responsibility to ensure that the Graduate School receives an official transcript showing the courses for which transfer credit is desired.

In addition, the student submits a written request to the MSW Program Chair specifying the courses to be evaluated for transfer. Syllabi for the course(s) for which transfer is requested must be submitted to the Program Chair along with the request.

With the approval of the student’s department and the Dean of the Graduate School, the greater of 12 hours or 25 percent of the required coursework for a graduate degree may be transferred from another institution. All credit toward the master’s degree, including transfer credit, must have been earned during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded.

**Veterans Services**
The University of Alabama Veterans Services, located in Office of Veterans Services, One B.B. Comer, 348-0983, vets.ua.edu, offers a variety of support services to veterans, reservists, guardsmen, and dependents of disabled or deceased veterans.

**SCHOOL OF SOCIAL WORK INFORMATION**

**Access to Faculty and Advisors**
Advising is an important part of social work students’ education. Students will be emailed their advisor’s name as soon as possible after classes begin. The School's faculty and advisors are
available to students throughout the fall and spring terms. Not all faculty teach during the summer, but students who cannot reach their advisor in the summer are welcome to contact the MSW program chair (CCheng@sw.ua.edu) or staff in the office of student services (studentservices@sw.ua.edu) for advice. Faculty office hours are included on their syllabi and instructors' and advisors' office hours are posted near their offices. Faculty and advisors will also schedule additional times or set up specific appointments when requested. Advisors for Distance Learning students are available electronically or by telephone. All faculty and advisors have e-mail and voice mail. Students are encouraged to contact their advisors on a regular basis, and they should go to their advisor with questions or comments. If the advisor cannot help, students will be directed to the appropriate person. A directory of faculty and staff is available on the Social Work website: http://socialwork.ua.edu. Students who have forgotten the name of their advisor should contact the MSW Program Office.

**Computing Facilities**
The School of Social Work maintains a student computer laboratory in 218 Little Hall. The lab is equipped with IBM-compatible personal computers and pay-as-you-print laser print service. Your ACTion card is used to pay for printing. Students may not store files on the machines or on the Social Work server. Students may use the computer lab during the hours classes are in session, except when the lab has been reserved.

Students may use a variety of software packages and interfaces in the lab, including word processing, spreadsheets, statistics, social work licensure preparation exams, electronic mail, electronic interface with the UA libraries, and access to the Internet. Lynn Tobola (LTobola@sw.ua.edu), the School's librarian, can provide consultation concerning searches via the Internet.

**Current Address/Telephone**
It is important to keep your mailing address and phone number updated in myBama. This is a crucial student responsibility. An out-of-date mailing address is not an excuse for missing a deadline, including deadlines regarding educational opportunities, competitions, or financial aid.

**E-Mail for Social Work Communications**
E-mail is an official means of communication between the School of Social Work and social work students. Students are responsible for regularly checking and maintaining their Crimson e-mail account. Failure to check e-mail or a full mailbox is not an acceptable excuse for a student who has not received important official information that was sent to his/her Crimson account.

**Information Self-Reliance**
The School of Social Work is dedicated to preparing social work students with the ability to retrieve, identify, and assess information relevant to professional social work practice during their course of study at the School. Our goal is that students be competent to identify, locate, and effectively use information in print, machine-readable, and electronically transmitted formats. These skills are essential to the competent practice of professional social work, including evidence-based practice.
The faculty believes that these competencies not only contribute to the quality of professional practice and scholarship, but can also enhance an individual’s lifelong information needs and quality of life. (School Policy, adopted by the faculty on April 24, 1996.)

**MSW Student Listserv**
As a student in the School of Social Work, you will be automatically enrolled on a listserv established to facilitate communication between MSW students. You may use the list to communicate information you believe would be of interest to your fellow students. This list is NOT intended to be an official means of communication for the School of Social Work, but was established to provide a forum for students. Although we are enrolling all students onto the list, membership on the list is voluntary, and you may remove yourself from the list by visiting: [https://listserv.ua.edu/cgi-bin/wa?A0=msw-students](https://listserv.ua.edu/cgi-bin/wa?A0=msw-students). You will be able to send messages to the list using the address: msw-students@listserv.ua.edu. Please employ professional courtesy and respect as you use this list.

**Office of Educational Programs and Student Services**
The staff members of the Office of Educational Programs and Student Services, located in 102 and 202 Little Hall, are available to talk with students about concerns related to personal or academic life. When possible, however, students should first discuss such matters with their advisor.

**Physical Facilities**
The School of Social Work is housed in Little Hall in the central area of the university campus. Classrooms, the Social Work Reading Room, administrative offices, and many faculty offices are located in Little Hall. The building is accessible for persons with physical disabilities. Other faculty offices are located on the first floor of Farrah Hall, which is also an accessible building. The MSW/PhD Program Office is located in 104 Farrah Hall. Please check your schedule to discover where your on-campus classes are held; most, but not all, are in Little Hall.

**Scholarships, Stipends, Loans, and Assistantships**

**Scholarships**
Several types of scholarships are available, with different eligibility criteria and application processes. For School of Social Work scholarships, information and deadlines are announced through email and are posted on Facebook. We will provide information about many university scholarships and fellowships, but students should also attend to information provided by other university sources. A number of external sources provide scholarships as well. We announce them as information becomes available to us, but students are well advised to search for scholarships that might be available to them; we cannot post information about every scholarship. To apply for a School of Social Work stipend, you must complete or update the financial aid part of the admissions application at [http://socialwork.ua.edu/wp-content/uploads/2011/11/Financial-Assistance-MSW-program.2012.pdf](http://socialwork.ua.edu/wp-content/uploads/2011/11/Financial-Assistance-MSW-program.2012.pdf).
University of Alabama Graduate Student Scholarships and Fellowships
University of Alabama graduate student scholarships and fellowships are described on the Graduate School’s website (http://www.graduate.ua.edu). Information about the specific eligibility criteria and the application processes is provided there. These scholarships and fellowships are highly competitive. We encourage academically strong students to take the Graduate Record Examination (GRE), which can make them more competitive for scholarships and fellowships. Most of these scholarships and fellowships are for new students only; students must be nominated by their department. The assistant dean contacts individuals who appear to be competitive for university scholarships and fellowships.

College of Continuing Studies Scholarships
Students in the Tuscaloosa and the distance learning (primarily online) programs are eligible to apply for adult student scholarships through the College of Continuing Studies (CCS). Applications are available October 1 of each year for the following academic year and they must be submitted by December 1. For scholarships requirements, deadlines and more information contact (205) 348-0089 or visit http://continuingstudies.ua.edu/scholarships.html.

School of Social Work Stipends
The School of Social Work has a limited amount of money available for MSW student stipends. Typically, stipends are awarded for an academic year (allocated a semester at a time). A few stipends are also available for students taking a full load of courses in the summer. Stipend awards are based on academic excellence and/or financial need. They are intended to defray some of the expenses associated with school, such as books, travel, and childcare. The stipends are not large enough to cover tuition costs. To be considered for a stipend, students should complete or update the financial need section of the MSW Admissions Application. Completion of the application does not guarantee the award of a stipend.

Title IV-E Stipends
Stipends are available for students who want to work for the State of Alabama Department of Human Resources, specifically in child welfare, after graduation. The stipends are typically between $800 and $1000/month for MSW students during the fall and spring semesters. The student must select the Social Work Practice with Children, Adolescents, and their Families concentration and do a field placement with DHR in the Child Welfare Division. After graduation, the stipend recipient must work for DHR (with pay) two months for each month s/he received the stipend. Applications for these stipends are submitted to Kristy Holt, Title IV-E Coordinator. For questions or concerns regarding applications for Title IV-E Stipends, contact Kristy Holt at krholt@sw.ua.edu, (205) 348-0753 or 205 Little Hall.

Field Education Stipends
These stipends are related to specific field education settings. Most are given during the semester that the student is in field placement and require that the student be in field placement at the agency. These vary from year to year. Check with the Field Education Coordinator regarding stipends related to field placement.
**Loans**

Financial Aid
Students may apply for federal financial aid (i.e., a student loan) by completing the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). To be eligible for a student loan, graduate students must be enrolled for a minimum of 4.5 credit hours each semester. Summer financial aid is based on eligibility remaining, if any, from the preceding year (fall and spring semesters). Federal Graduate PLUS loans are also an option. For more information, go to the “Loans” section at [www.financialaid.ua.edu](http://www.financialaid.ua.edu).

Emergency Loans
An emergency loan fund is administered by the School of Social Work for Social Work students in emergency situations. If you should find yourself in such a situation, contact the Assistant Dean for assistance in applying for an emergency loan. The loan must be repaid within 30 days and cannot be used to pay tuition. The University prohibits disbursement of loans to students during the last two weeks of class. The earliest a student may be granted a loan is the first day of enrollment in class.

**Graduate Assistantships**

Graduate assistantships are available in various divisions and departments on campus. Students typically work 10 or more hours/week on campus as part of the assistantship. Most assistantships are available only for students in the department that provides the assistantship, but some are not so restricted. Currently, the School of Social Work does not have departmental assistantships for MSW students, but from time-to-time a faculty member may have an assistantship available. Information about assistantships and other university positions open to graduate students is available at [jobs.ua.edu](http://jobs.ua.edu). For information about graduate assistantships available through the University's Division of Student Affairs, please contact Rosalind Moore at rlmoore@sa.ua.edu or (205) 348-6796.

**Challenge Examinations**

The Master of Social Work program permits admitted MSW students (for both advanced-standing and 60-credit-hour programs) to demonstrate mastery of specific foundation course content areas by taking and passing a Challenge Examination. Challenges are permitted in the areas of policy, research, and human behavior. A student who successfully challenges a course will be permitted to take a substitute graduate course in lieu of the required foundation course. The course(s) can be taken at any time during the MSW program. The degree hour requirements remain the same.

Challenge examinations are typically offered prior to the beginning of each semester depending upon student requests. Please check with the MSW Program secretary (205) 348-3944 to inquire about Challenge Exams.
Writing Proficiency

Students are expected to demonstrate writing proficiency at a graduate level. Writing proficiency may be evaluated through assignments in foundation or concentration-year courses.

Smoking Policy

Smoking is not permitted within 30 feet of any entrance to any building on our campus.

Student News

The School keeps students informed about school, campus, and professional events, and other material useful for students through its website (http://socialwork.ua.edu/), Facebook wall (www.Facebook.com/SocialWorkatUA), and email messages sent to students. Students should be sure to check the website and Facebook wall frequently and open all email that comes from school faculty and staff. Email will be sent to students’ crimson mail addresses; students who prefer to use a different account should have their crimson mail forwarded to that account.

Access to Faculty and Other Staff

A directory of telephone numbers and e-mail addresses is provided to students at orientation. Contact information is also provided on the School’s website. Information regarding office hours and preferred means of contacting instructors are provided on the syllabus for each course. All instructors are available to their students by telephone and e-mail at reasonable times.
CURRICULUM

For all but advanced-standing students, the MSW program at The University of Alabama is a 60-credit-hour course of study, with students customarily completing 30 credit hours during each year of the program. For ease of communication, we use the term “program” to refer to the multiple ways of completing the MSW program. We do, however, have only one MSW program, in terms of curriculum content. Courses in all formats are equivalent and all students who successfully complete their program earn a master of social work degree.

The first part of the program consists of professional foundation content and is typically completed during the first year of enrollment. Students complete professional foundation content in one of several ways, depending on the program to which they have been admitted (students who wish to change programs or to take a class in a program other than the one in which they were enrolled must have the permission of the MSW program chair. Students who wish to take a UA class outside of the MSW program must have the permission of their advisor. Students who wish to transfer a class from another university must have the permission of the MSW program chair).

60-Credit-Hour Program. Foundation-year classes for the Tuscaloosa on-campus program are conducted weekdays beginning in the fall semester. Foundation-year classes for the distance learning program (also called the primarily online program) begin in the summer semester.

Advanced Standing Program (42 Credit Hours). Advanced standing cohorts, both on-campus and primarily online, begin in the spring and in the summer.

The second part of the program is referred to as the “Concentration Year.” It is available in Tuscaloosa on weekdays/evenings and in a primarily online format. Again, students who wish to change programs or to take a class outside of the University of Alabama to which they have been admitted must have the permission of the MSW program chair.

Students may elect to complete their degrees part-time instead of full-time. Students may choose to complete their degrees by following established schedules, see pages 27-37. Completion of the program part-time requires at least two years and two summers according to these plans. Students who wish to follow different schedules to complete their degrees part-time must consult with their advisor and have their plan approved by the MSW program chair.

Students may also apply to complete a dual degree in social work and public health (MSW/MPH) (Appendix C) or in social work and law (MSW/JD) (Appendix D).

Academic credit for life experience or previous work experience will not be given in whole or in part in lieu of field education courses or any other courses in the MSW program.

More information about the School of Social Work and the MSW curriculum can be found in the Graduate Catalog (http://graduate.ua.edu/catalog/).
Advanced-Standing Program (Tuscaloosa and Primarily Online)

Students with BSW degrees from CSWE-accredited programs may be admitted to advanced standing in the MSW program if they meet the admission criteria for the MSW program and for advanced standing. As with other programs, eligibility does not guarantee admission. The program is offered yearly in Tuscaloosa and through our primarily online program, with cohorts customarily beginning in the spring and in the summer. Students fulfill professional foundation requirements by successfully completing bridge courses before beginning the concentration year. Those courses currently are as follows:

Advanced Standing, Full-Time Plan, Foundation Year, Spring and Summer Cohorts

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 570  Research-Informed Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 577  Components of Human Development and Social Systems</td>
<td>3</td>
</tr>
<tr>
<td>SW 578  Social Welfare Policy and Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>SW 579(^2)  Components of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

\(^2\) SW 579 requires primarily online program students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama.
In the Primarily Online Program, SW570, SW577, and SW578 are asynchronous and somewhat self-paced. However, many assignments have specific deadlines throughout the semester. The practice course (SW579) requires students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama.

**Spring Advanced Standing Program, Part-Time Plan**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td><strong>Summer</strong></td>
<td></td>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>SW 577</td>
<td>3</td>
<td>SW 570</td>
<td>3</td>
<td>SW 525</td>
<td>3</td>
</tr>
<tr>
<td>SW 579³</td>
<td>3</td>
<td>SW 578</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>Total</td>
<td>6</td>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td><strong>Summer</strong></td>
<td></td>
<td><strong>Fall</strong></td>
<td></td>
</tr>
<tr>
<td>SW 501</td>
<td>3</td>
<td></td>
<td></td>
<td>SW 564 or 532</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>SW 564 or 533</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td>Total</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Year</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
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<td></td>
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<tr>
<td>SW 595</td>
<td>9</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total Hours = 42**

³ SW 579 requires primarily online program students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama.
## Summer Advanced Standing Program, Part-Time Plan

### First Year

<table>
<thead>
<tr>
<th>Summer Course</th>
<th>Hours</th>
<th>Fall Course</th>
<th>Hours</th>
<th>Spring Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 570</td>
<td>3</td>
<td>SW 525</td>
<td>3</td>
<td>SW 501</td>
<td>3</td>
</tr>
<tr>
<td>SW 578</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>SW 577</td>
<td>3</td>
<td>Total</td>
<td>6</td>
<td>Total</td>
<td>9</td>
</tr>
<tr>
<td>SW 579(^4)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>12</td>
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### Second Year

<table>
<thead>
<tr>
<th>Summer Course</th>
<th>Hours</th>
<th>Fall Course</th>
<th>Hours</th>
<th>Spring Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SW 564 or 532</td>
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<td>SW 595</td>
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<tr>
<td>SW 564 or 533</td>
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<td></td>
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<tr>
<td>Total</td>
<td>6</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Hours = 42**

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\(^4\) SW 579 requires primarily online program students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama.
60-Credit-Hour Program, Tuscaloosa: Foundation Year

Students in this program complete weekday classroom courses in the fall semester and field education and other courses in the spring semester. Classroom courses may be taught throughout the week, during the day and in the evening. Most classes meet for two hours and 50 minutes for each session. The field education course (SW 590) involves a supervised internship of 32 hours per week (Monday–Thursday) for 16 weeks. In special circumstances, the time frame can be extended (see the Field Education Handbook for details).

60-Credit-Hour Program, On-Campus, Foundation Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>SW 500 Social Welfare Policy: History, Problems, Programs, and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SW 510 Human Behavior and Social Environments I</td>
<td>3</td>
</tr>
<tr>
<td>SW 540 Social Work Practice with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>SW 541 Social Work Practice with Groups</td>
<td>3</td>
</tr>
<tr>
<td>SW 542 Social Work Practice with Communities and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>SW 511 Human Behavior and Social Environments II</td>
<td>2</td>
</tr>
<tr>
<td>SW 570 Research-Informed Practice</td>
<td>3</td>
</tr>
<tr>
<td>SW 534 Integrative Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SW 590 Field Education I</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Hours = 30
60-Credit-Hour Program, Primarily Online: Foundation Year

Students in this program complete most courses in the summer and fall, and field education and other courses in the spring semester. Most online courses are self-paced and asynchronous. Assignments in online courses, however, have specific due dates throughout the semester. Three practice courses (SW540, SW541, and SW542) require students to attend face-to-face practice skills labs on four Saturdays. The field education course (SW 590) normally involves a supervised internship of 32 hours per week (Monday–Thursday) for 16 weeks. See the table below.

### 60-Credit-Hour Program, Primarily Online, Foundation Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Summer Hours</th>
<th>Course</th>
<th>Fall Hours</th>
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<tbody>
<tr>
<td>SW 500</td>
<td>3</td>
<td>SW 541</td>
<td>3</td>
</tr>
<tr>
<td>SW 510</td>
<td>3</td>
<td>SW 570</td>
<td>3</td>
</tr>
<tr>
<td>SW 540</td>
<td>3</td>
<td>SW 542</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
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</tbody>
</table>

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 511</td>
<td>2</td>
</tr>
<tr>
<td>SW 534</td>
<td>1</td>
</tr>
<tr>
<td>SW 590</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

**Total Hours = 30**
### 60-Credit-Hour, On-Campus Program, Part-Time Plan

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Hours</strong></td>
<td><strong>Course</strong></td>
</tr>
<tr>
<td>SW 500</td>
<td>3</td>
<td>SW 511</td>
</tr>
<tr>
<td>SW 510</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

|                |            |            |
| **Second Year**|            |            |
| **Course**     | **Hours**  | **Course** | **Hours** |
| SW 540         | 3          | SW 534     | 1         |
| SW 541         | 3          | SW 590     | 9         |
| SW 542         | 3          | **Total**  | 10        |
| **Total**      | 9          |            |           |

|                |            |            |
| **Third Year** |            |            |
| **Course**     | **Hours**  | **Course** | **Hours** |
| SW 525         | 3          | SW 501     | 3         |
| Elective       | 3          | Elective   | 3         |
| **Total**      | 6          | Elective   | 9         |

|                |            |            |
| **Fourth Year**|            |            |
| **Course**     | **Hours**  | **Course** | **Hours** |
| SW 564 or SW 532 | 3  | SW 595     | 9         |
| SW 565 or SW 533 | 3  | **Total**  | 9         |
| **Total**      | 6          |            |           |

**Total Hours = 60**
### 60-Credit-Hour Primarily Online Program, Part-Time Plan

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<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>SW 510</td>
<td>3</td>
<td>SW 541</td>
<td>3</td>
<td>SW 511</td>
<td>3</td>
</tr>
<tr>
<td>SW 540</td>
<td>3</td>
<td>Total</td>
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<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 500</td>
<td>3</td>
<td>SW 542</td>
<td>2</td>
<td>SW 534</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>SW 570</td>
<td>3</td>
<td>SW 590</td>
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<td>Total</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
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<td>Elective</td>
<td>3</td>
<td>SW 501</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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<td>Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>3</td>
<td>SW 564 or 532</td>
<td>3</td>
<td>SW 595</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>SW 565 or 533</td>
<td>3</td>
<td>Total</td>
<td>9</td>
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<tr>
<td>Total</td>
<td>6</td>
<td></td>
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</table>

**Total Hours = 60**
Concentrations

Two concentrations are available during the second year of the MSW program:

1. Social Work with Children, Adolescents, and their Families (CAF)
2. Social Work with Adults and their Families (AF)

Concentration coursework for each concentration includes:

1. Two required concentration courses (in the distance learning program, each concentration course requires students to attend face-to-face practice skills labs on four Saturdays);
2. SW 525 Evaluation Research and SW 501 Advanced Social Welfare Policy Analysis;
3. Three electives (which can be courses from the other concentration, although students in the concentration have first priority); and
4. SW 595, a field education placement related to the concentration normally involves a supervised internship of 32 hours per week (Monday–Thursday) for 16 weeks.

In addition, several electives are offered each year (see the list on page 36 and see the abbreviated course descriptions in Appendix B of this Handbook). By choosing wisely among the electives offered, students have the opportunity, in collaboration with their advisors, to tailor their concentrations to reflect their preferences.

An emphasis in Program and Agency Administration (PAA) is available with either of the two concentrations. To pursue this emphasis, students must complete both SW 506 Social Service Planning and Program Development and SW 536 Social Service Program and Agency Administration. Then, students will request a concentration year field placement that emphasizes program and agency administration. Please note that the opportunity to complete the PAA emphasis may be limited by the student’s own scheduling, site, and commuting preferences. Students are encouraged to discuss concentration choices with their advisors, second-year students, alumni, and others.

Students who are contemplating a Washington DC field education placement need to plan their schedules as soon as possible. SW 525 Evaluation Research is not available in Washington DC; therefore, students who hope to do a field education placement there in the spring semester must take SW 525 prior to the spring semester of their concentration year. SW 501 Advanced Policy Analysis is offered in Washington DC each spring semester and is co-requisite to the Washington DC section of SW 595. Students are selected for the Washington DC field education program early in the fall semester that precedes the spring field education placement in Washington DC.
### Concentration Year Course Overview

<table>
<thead>
<tr>
<th>Social Work with Children, Adolescents and their Families</th>
<th>Hours</th>
<th>Social Work with Adults and their Families</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SW 564 Models and Methods of Social Work Practice with Children and Adolescents in Mental Health</td>
<td>3</td>
<td>SW 532 Models and Methods of Social Work Practice with Adults in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>SW 525 Evaluation Research or Elective</td>
<td>3</td>
<td>SW 525 Evaluation Research or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective or SW 501 Advanced Social Welfare Policy Analysis</td>
<td>3</td>
<td>Elective or SW 501 Advanced Social Welfare Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
<td>15</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
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<th><strong>Spring Semester</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 501 Advanced Social Welfare Policy Analysis or Elective</td>
<td>3</td>
<td>SW 501 Advanced Social Welfare Policy Analysis or Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective or SW 525 Evaluation Research</td>
<td>3</td>
<td>Elective or SW 525 Evaluation Research</td>
<td>3</td>
</tr>
<tr>
<td>SW 595 Field (500 clock hours)</td>
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<td>SW 595 Field (500 clock hours)</td>
<td>9</td>
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<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

TOTAL HOURS = 30

5 Students may choose WHEN to enroll in SW 501 and SW 525; both courses are required. SW 500 is a prerequisite for SW 501 and SW 570 is a prerequisite for SW 525.
Electives Typically Offered Every Year

SW 506  Social Service Planning and Program Development
SW 514  Chemical Dependency
SW 515  Psychopathology
SW 523  Family Preservation
SW 528  Spirituality and Social Work Practice
SW 529  Advanced Clinical Social Work Practice
SW 536  Social Service Program and Agency Administration
SW 549  Crisis Intervention

SW 515 Psychopathology is offered every semester with a sufficient number of sections to make it available to all MSW students who choose to take it. Other electives are typically offered less frequently. Typically, the schedule of classes for the next semester is available online by the middle of the current semester. Online electives are provided for primarily online programs; some are also available for students in on-campus programs.

Choosing Electives

Students may take, as electives, either or both of the concentration core courses from the concentration other than the one they’ve selected (on a space available basis; those choosing the concentration have priority), as well as other social work electives. Also, with advisor consent (documented with the Non-Social Work Elective Approval Form), electives may be chosen from graduate course offerings outside of the School of Social Work. In addition, students may transfer elective courses from other universities in accordance with transfer credit policies of the UA Graduate School and the School of Social Work (see Transfer of Credit, page 21).

A short description of all MSW courses can be found in Appendix B to this Handbook.

Field Education

All students, except those in the advanced-standing program, complete SW 590 Foundation Field Education. Placement assignments for this spring field education experience are made by faculty and the field coordinator during the summer prior to that spring semester. In the fall, students receive letters informing them of the field agency to which they have been assigned.

All students complete a concentration field education placement (SW 595), which includes the option to request a field education placement in Washington DC. Placements are based on information from the student’s advisor and the field coordinator. Students should begin to explore field education opportunities with their advisor and with the field education office as early as possible during the fall semester. The field education practicum is an educational experience; the placement is based on students’ educational needs. Students are encouraged to

**Washington DC Program**

During the concentration year of study, selected students from either concentration may complete their field education practicum experience and the co-requisite SW 501 Advanced Social Welfare Policy Analysis course in Washington DC. If the student has already completed SW 501, the student is expected to audit SW501-005 while participating in the Washington DC program. SW 525 is not available in Washington DC, and must be taken prior to the Washington field education placement. Several opportunities to learn about potential placements, housing options, and student schedules are provided. Students need to be mindful of the number of hours required for graduation and schedule an appropriate course load. Advisors and the Washington DC Program Coordinator are available to assist students with this task. Contact the Director of the Washington DC Program, Carroll Phelps, at (205) 348-5571 or cphelps@sw.ua.edu right away if you are interested in a Washington DC field education placement in your concentration year.

**SCHOOL OF SOCIAL WORK POLICIES**

**Absences to Attend Meetings, Conferences, etc.**

Student attendance at assigned instructional activities (classroom, labs and field education) is expected, in accordance with University policy. No systematic exception to this general University policy can be made. Therefore, any permission for attendance at a non-assigned activity (e.g., attendance at committee meetings, professional conferences) must be obtained from the course instructor(s) and/or field education instructor whose class(es), lab(s) and/or field education hours would be missed to attend other activities. When making their decision, instructors will consider the activity’s educational value to the student.

**Academic Advising**

The MSW Program places a high value on the advising process. Advisors’ office hours are posted near their offices. Advisors can be reached by telephone or e-mail.

The program chair assigns advisors early each fall semester; students are notified by e-mail sent to the student’s Crimson account. The MSW Program Chair serves as the advisor for advanced-standing students and 60-credit-hour distance learning students during their first semester.

**Student Responsibilities**

Student responsibilities in the advising process include:
The student is responsible for planning his/her schedule each term to ensure reasonable progress toward the degree.

The student is expected to satisfactorily complete all courses for which he/she registers.

The student is responsible for reviewing the Graduate Catalog and the MSW Student Handbook and policies contained in these documents.

Note that new policies or revised policies may be posted on the University and School of Social Work websites before new print documents are available.

The student is expected to participate in registration advising.

**Faculty Advisor Responsibilities**

The advisor will:

Assist the student in planning a program of study.

Provide an opportunity for the student to evaluate his or her commitment to social work and readiness to enter the profession.

Engage the student in a process of evaluating his/her academic performance.

Assist the student in the field education placement process by helping to identify learning needs and opportunities in agencies.

Refer students with personal problems to appropriate resources within the University and community, e.g., medical, psychological, financial, housing, child care, employment, and career counseling.

Participate in *ad hoc* committees established to evaluate the academic performance (in our school, professional performance is a part of academic performance) of a particular student.

**Faculty Advisor Role in Helping Student Resolve Learning Difficulties**

The faculty advisor has a major role in advising students on educational matters and related questions that affect the student’s professional education.

The faculty advisor will consult with the student and the instructor about learning difficulties not resolved between these parties.

Students should consult both their field education liaison and their faculty advisor when learning difficulties arise during field education.
Assessment of Academic Performance

The following university policies govern assignments, class attendance, and performance assessment:

Faculty members are required at the beginning of each course to provide their students with an accurate syllabus. Items to be covered in the course syllabus include: prerequisites, course description, objectives, outline of topics covered during the semester, attendance policy, the planned number and timing of major examinations and assignments, grading policy, the policy for making up missed course work (including examinations), and required texts and other course material. Students will be given timely notice of any changes in the syllabus. Any special considerations (e.g., opportunities to earn extra credit) offered to a student shall be available to all students in the class.

Faculty members are required to make appropriate assignments, and to make periodic assessments of the progress of their students. Systematic evaluation of students’ work is an important part of the teaching-learning process. Evaluations may take many forms, and may vary in number and scope, depending on the objectives and purpose of the course. Faculty members must inform their classes in writing at the beginning of the semester of the nature and timing of major evaluations, including the final evaluation. Faculty members must give students timely information about the results of evaluations, and must give students an opportunity to review their progress and to discuss their evaluations.

It is the responsibility of the student to ask at the beginning of the semester for clarification of the policies for class attendance if there is any question regarding requirements. If a student is not present when information regarding class attendance and assignments is given, or the student fails to be familiar with the requirements under circumstances of generally accepted expectations of students in an academic setting, the student is not excused from the terms of the requirements and is subject to any penalties prescribed.

In the MSW program, each instructor determines the specific evaluation instruments to be used in each course that he/she teaches within the following general guidelines for course evaluation. Assignments and/or examinations will be given to evaluate the student’s progress. Assignments may be papers, examinations, or other assignments appropriate to the content of the course. Final examinations are to be given at the time scheduled by the university. The final exam schedule can be found in the Schedule of Classes available online at http://registrar.ua.edu/exam or in your course syllabus.

The master’s degree program of the School of Social Work retains the option to require a written comprehensive examination during the semester in which students expect to graduate.

Dropping and Adding Courses
Students may make schedule adjustments at any time during the registration period indicated on the myBama website. At the beginning of each term, students may add courses for a period of one week (two days for a summer term). It is wise for students to consult their advisor before dropping or adding courses.

A graduate student who desires to withdraw from a course may do so during the period allowed for dropping a class. It is the student’s responsibility to know the deadlines for withdrawing (available at http://graduate.ua.edu/deadlines). Information about how withdrawing affects the student’s permanent record is available in the Graduate Catalog and on the University Registrar’s website (http://registrar.ua.edu).

In extraordinary circumstances beyond the student’s control a student may petition the assistant dean to drop a course after the official drop/add period of the semester. If the assistant dean agrees that there are extraordinary circumstances and supports the petition, it is forwarded to the Graduate School Dean or his designee for approval. Withdrawal from a course at any time may affect several elements, including (but not limited to) graduate fellowships, assistantships, tuition awards, financial aid, and withholding taxes. Students are encouraged to carefully consider all these possibilities before requesting to withdraw from a course.

**Failure To Register For Three Years**

If a student fails to register for three consecutive years, the student must reapply for admission. If readmission is granted, previous credit earned may be out of date and therefore not applicable toward a degree.

**Incomplete Grades**

The removal of an incomplete grade in the master’s degree program is governed by Graduate School policy and School of Social Work policy regarding an incomplete grade(s). Graduate School policy is as follows:

- A grade of “I” (incomplete) is calculated in the student’s overall grade point average as an “F,” and must be removed within four weeks during the next term of enrollment if the student’s overall grade point average drops below a “B” as a result of the incomplete grade. The evaluations of academic progress of students who register with “I” grades still on their records can result in academic warning or dismissal.

In addition to this policy, the master’s degree program of the School of Social Work, with concurrence from the Graduate School, requires removal of a grade of incomplete as follows:

- A student must resolve all incomplete assignments no later than the first day of classes of the next semester, or earlier at the instructor’s discretion.

- A student will not be allowed to begin field education with a grade of “I.” Students who are registered for SW 590 or SW 595 who have received a grade of incomplete must have
the “F” removed and be in good standing prior to the initiation of the field education experience, unless an exception to this policy is approved by the MSW Program Chair.

**Independent Study Policy**

Students in the MSW program may satisfy their MSW requirements with no more than one Independent Study during their course of study in the MSW program. The option of an Independent Study is available to allow students to enhance their capacity in independent investigation and learning under the supervision of an instructor with expertise in the area of study. A compelling academic necessity must justify an Independent Study. Students who request approval for an Independent Study must do so with a well-defined plan that is consistent with the requirements of the MSW program and the independent study proposal must provide evidence of a level of effort that is consistent with regularly offered courses. It is normally expected that a request for Independent Study will not substantially cover content and/or material that is covered in regular courses in the curriculum.

A proposal for Independent Study must be focused on a specific area of inquiry and include the following:

- Specific goals and objectives;
- The rationale for the project, including how it supports the requirements of the MSW program;
- The learning activities that will be undertaken;
- Bibliography of primary sources to be used; and
- Procedures for monitoring and evaluation.

Requests for completing an Independent Study project should be completed, including all necessary approvals, at the time of registration for the semester or term in which the project is to be completed. Approvals must be obtained in the order signified on the independent study proposal form (approval from one individual does not guarantee the approval of the next individual). The adding of Independent Study after the semester has begun is not permitted. Independent Study courses may be dropped in accordance with the policies for dropping any other course.

The student is responsible for initiating a request for Independent Study with the concurrence of his/her advisor. The Request for Independent Study form, located in Appendix E: Forms (also available on the MSW website at http://socialwork.ua.edu/academics/msw-forms/), must be completed by the student and the supervising instructor and submitted to the student’s advisor and the MSW Program Chair for approval. Final approval of the request is made by the Assistant Dean.
Pass/Fail Grading

In the master’s degree program of the School of Social Work, a grade of Pass/Fail is authorized for SW 590 Field Education I and SW 595 Field Education II. A Pass grade is not computed in determining quality point average.

Performance Requirements and Procedures for Graduate Social Work Students

MSW students are subject to the academic performance criteria of the Graduate School. In addition, because the master’s degree program of the School of Social Work prepares students for practice in the profession of social work, adherence to professional standards of practice is expected of social work students as well as mastery of knowledge underlying professional practice, and methods and skills of practice intervention.

Removal of Conditional Admission Standing

A student admitted to the Graduate School and the School of Social Work with conditional standing must remove the conditional standing according to the requirements of the Graduate School and the School of Social Work. The Graduate School provides for removal of conditional standing as follows:

A graduate student removes the condition by earning an average of “B” or better in the first 12 semester hours of graduate-level work completed and by satisfying any other conditions specified by the department or the Graduate School at the time of admissions. If the 12 hours are completed in a term in which the total credits exceed 12, the evaluation is made on the basis of all graduate-level work completed at the end of that term of enrollment. Failure to remove the condition within the first 12 hours of graduate work will result in the student being dropped from the program. A student who satisfies the condition will assume automatically the status of a regularly admitted graduate student.

Academic Requirements for Continuation in the Master’s Degree Program

Students in the master’s degree program of the School of Social Work must meet the Graduate School requirements for good academic standing of a 3.0 grade point average on a 4.0 scale. In addition to the Graduate School academic requirements, the following standards serve as criteria for a student in the School of Social Work to remain in the MSW program. Failure to meet the following requirements will result in dismissal from the MSW program:

- No more than one “C” in foundation courses regardless of overall grade point average.6
- No more than one “C” in concentration courses (including electives) regardless of overall grade point average.6

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6 It is the responsibility of a student who earns a C in any course to meet with his/her advisor.
• No grades of “D” or “F” in any class regardless of overall grade point average.
• No grade of “fail” in field education (SW 590 or SW 595).
• Because the academic requirement for good standing in graduate-level education is “B” or better performance, a student’s work in field education evaluated as less than “B” work is graded as “fail.”

Final Grade Appeal

If a student believes that a final grade is in error, the student may protest the grade. Grounds for the protest include an arithmetic or clerical error; arbitrariness, including discrimination; or personal malice. Procedures for grade appeal can be found on page 57 of this MSW Handbook, under University-wide Academic Grievance Procedures.

Procedures for Handling Academic Difficulties of Graduate Social Work Students

Handling Learning Difficulties in the Classroom

Resolution of student learning difficulties should first be initiated and negotiated between the student in question and the instructor. The student should assume responsibility for initiating and negotiating a resolution of the learning difficulty.

Unless shown otherwise, it will be assumed that any learning difficulty will be considered an educational problem rather than a personal one.

If the student believes that resolution of the learning difficulty, whether of an academic or related personal nature, appears improbable, then the student should consult his/her faculty advisor. After a conference with the faculty advisor, a discussion among the student, the instructor, and the faculty advisor should take place for a speedy resolution of the learning difficulty.

The intent of these guidelines is that most student learning difficulties can be resolved at the classroom level or in joint consultation with the faculty advisor.

After following these steps, if the student believes the resolution of the difficulty is unsatisfactory, the student may use the student initiated review process (see next section).

If the situation results in the student not meeting the requirements for continuation in the program, the MSW Program Chair will appoint an ad hoc student progress committee to conduct a review and to make a recommendation regarding the student’s status. Refer to “Academic Requirements for Continuance in the Master’s Degree Program” for a description of procedures used by the ad hoc student progress committee and by the MSW Program Chair.

Student-Initiated Review Process

Students who experience academic difficulty may request a review of their academic situation. This review will be held with the student, the faculty advisor, and the program chair. Students
may also invite another faculty member or student to be present if they wish to do so. The purpose of the review is to explore alternatives for resolving the difficulty. If an exception to a School of Social Work or University policy is requested, the review will provide information needed by the program chair in making a recommendation to the Dean. It is expected that such a review will be initiated only after the student has attempted to work through the difficulty in consultation with his/her advisor.

*Handling Learning Difficulties in Field Education*


*Field Staffing Initiated by the Field Education Coordinator*


*Readmission to Program*

1. Individuals required to withdraw from the MSW program due to the following reasons may apply for readmission to the MSW program:
   
   (a) failure to meet academic standards for continuation in the program  
   (b) failure to meet professional preparedness standards  
   (c) academic misconduct

2. Individuals required to withdraw for any reason may apply for readmission; at least 12 months must elapse between enrollments.

3. Potential applicants are advised that processing an application for readmission may take several months and they should time their applications accordingly.

4. Applicants for readmission must present a written statement to the MSW program chair that includes the following elements:
   
   (a) a detailed statement of the applicant’s understanding of the reasons s/he was required to withdraw  
   (b) written evidence that supports how the applicant or the applicant’s circumstances have changed since the withdrawal such that s/he is now prepared to successfully meet academic and professional preparedness standards for completing the MSW degree.  
   (c) accompanying documentation (e.g., physician’s statement) supporting the applicant’s statement about her/his current preparedness to meet standards (if appropriate).
5. The MSW program chair may ask the applicant to re-draft the statement.

6. The MSW program chair will appoint a committee consisting of three full-time members of the faculty of the School of Social Work to review the readmission request. The applicant’s previous academic advisor will be a fourth, nonvoting, member of the committee. If the advisor is not available, the program chair will appoint an advisor.

7. The committee will review

   (a) the applicant’s readmission request
   (b) the applicant’s academic file in the School
   (c) all files and documentation (if any) concerning the applicant’s academic misconduct
   (d) all files and documentation (if any) concerning reviews of the applicant’s professional preparedness

8. The committee may request information, either oral or written, from any faculty member who is familiar with the applicant’s academic and professional performance. The committee may seek additional information from others, based on the applicant’s application for readmission.

9. The applicant will be notified of the time and place the committee will meet and will be provided the opportunity to make a statement to the committee.

10. The committee will meet in executive session to formulate a recommendation to the MSW program chair. The committee may recommend conditions for readmission (e.g., timing of readmission, re-taking of courses, number of courses the student may take initially, special monitoring of the student’s progress). The committee will recommend readmission only if the preponderance of evidence the committee has considered suggests that the applicant is likely to meet academic and professional preparedness standards for successfully completing the MSW degree program.

11. The committee’s recommendation will be presented in writing to the MSW program chair, who will decide whether the applicant will be readmitted.

12. Decisions of the MSW program chair may be appealed to the dean.

Policies and Procedures for Evaluating Students’ Professional Preparedness

Policy

Members of the School of Social Work community have an obligation to the social work profession to make reasonable efforts to ensure that graduates of its professional programs are emotionally and ethically prepared for the demands of ethical practice. This duty is consistent with the Code of Ethics of the National Association of Social Workers (2.09, 2.10 and 2.11) and with the academic objectives of the BSW and MSW programs that require students to
—understand the value base of the profession and its ethical standards and principles and practice accordingly.”

Therefore the appropriate program chair will consult with any student in his/her respective program who (a) exhibits “impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties” that is deemed by that program chair likely to interfere with social work practice effectiveness or (b) who engages in other behavior proscribed by the National Association of Social Workers. The program chair will (if appropriate) make reasonable efforts to assist the student in resolving behavioral concerns regarding the student’s ability to practice effectively and responsibly in the social work profession.

The results of this student/program chair consultation may include:

1. a determination that the alleged behavior does not constitute an ethical violation or impairment serious enough to interfere with practice effectiveness;
2. the development of a plan for remediation of the behavior while the student continues in the social work program;
3. the student’s temporary withdrawal from the social work program; or
4. the student’s indefinite withdrawal from the social work program.

**Procedures**

1. Members of the School of Social Work community having credible knowledge of a student’s possible ethical violations and/or impairment serious enough to interfere with the student’s practice effectiveness are expected to act on that knowledge. Any member of the School of Social Work who believes that a student has possibly violated the NASW Code of Ethics or has engaged in any activity that is likely to interfere with social work practice effectiveness is encouraged to first directly interact with the student at issue concerning the conduct in question.

2. Upon completion of the direct interaction regarding the potential violation that person is to present pertinent information to the program chair in a signed, written statement. This statement should present a thorough description of the violation being alleged, including specification of the behavior, sources of information and if applicable the relevant standard(s) in the NASW Code of Ethics that is in question.

3. Within two academic work weeks of receiving the statement the program chair will notify the student and his/her academic advisor, in writing, of the allegations. When the outcome of a field staffing results in the field coordinator requesting a professional preparedness review, the field coordinator or field designee will participate in the professional preparedness review meeting, evaluation of the allegations, and resolutions of concerns. The program chair will provide the student and his/her advisor with a summary of the concerns, the NASW Code of Ethics standard in question, as well as the name of the source of information.
4. The program chair will convene a meeting with the student and his/her advisor to discuss and evaluate the allegation(s) and, if necessary, agree on a resolution of the concern(s). If the agreed-upon resolution specifies a need for remediation, a written plan of remediation will be prepared and (if the student agrees) will be signed and dated by the student, the advisor, and the program chair. The remediation plan will be explicit with stated criteria and deadlines for assessing its success or failure. The program chair will monitor compliance with the plan.

If the resolution specifies a temporary or indefinite withdrawal from the social work program, the written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission policy, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

5. All files and documents related to evaluations of students’ professional preparedness will be confidentially maintained in the office of the registrar in the School of Social Work and will be available only to those individuals with a legitimate job-related need to know, including but not limited to the program chair, the student, and his/her academic advisor.

6. If the student does not agree that there is a problem or does not agree with the written remediation plan, the student may request that the program chair convene a Hearing Panel to consider the issues raised and recommend a resolution. The student’s request must be submitted within 10 working days of the date the written plan was discussed and shared with the student.

7. The Hearing Panel will consist of three full-time faculty members: one faculty member (excluding the student’s academic advisor) to be selected by the student, one selected by the program chair, and the third to be selected by the first two faculty members.

8. The Hearing Panel will conduct a hearing that addresses factual matters concerning the student’s alleged behavior and/or inappropriate conduct. The student may invite one adviser of his or her choice to the hearing. The student is responsible for presenting his or her own case, and, therefore the adviser is not permitted to speak or participate directly in the hearing.

9. The panel may make one of four determinations.

   (a) The student will be encouraged to continue in the program.
   (b) The panel will affirm the original remediation plan.
   (c) The panel will develop its own remediation plan.
   (d) The student will be required to withdraw, either temporarily or indefinitely from the program for reasons stated in writing. The written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the
readmission, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

The determination will be written and signed and dated by all Hearing Panel members. There is no right to an appeal from or further review of the determination of the Hearing Panel.

10. The program chair will implement the decision of the Hearing Panel.

**Study Week**

The week preceding the final examination period each semester is reserved as a time in which students may concentrate on completing course work and preparing for final examinations. Only laboratory examinations, omitted from the Final Examination Schedule, are permitted during Study Week. The University prohibits all other examinations and extended assignments during Study Week.

**Withdrawal from the University/Readmission**

A graduate student may withdraw from the University (i.e., withdraw from all courses in the semester), for non-medical reasons, as long as this is done prior to the last day of classes. The first thing a student considering withdrawal should do is to consult with his or her academic advisor.

It is the student’s responsibility to initiate a withdrawal and provide the information necessary to complete the withdrawal process. The withdrawal process is initiated online (through myBama).

After the first week of a semester, the fact and date of a withdrawal from the University will be noted on the student’s permanent record. After the tenth week, the student’s academic status at the time of withdrawal will be noted on the record with a “W” for courses passing and an “F” for courses failing.

For a medical withdrawal, the student must contact University Health Service. A medical withdrawal cannot be granted if the graduate student has taken any final examinations or their equivalent (final papers, final projects, or similar assignments) for the semester for which a withdrawal is being requested. The procedures for a medical withdrawal are available by contacting University Health Service (348-6262). After the first week of a semester, the fact and date of a withdrawal from the University will be noted on the student’s permanent record. After the tenth week, the student’s academic status at the time of withdrawal will be noted on the record with a “W” for courses passing and an “F” for courses failing.

**UNIVERSITY POLICIES**
This section contains several university-wide policies for your reference. The most up-to-date versions of these and other University policies that apply to MSW students are available in the on-line Student Handbook (http://www.studenthandbook.ua.edu), and/or from the Office of the Vice President for Student Affairs (205) 348-6670. The Assistant Dean of the School of Social Work has primary responsibility for carrying out the policies related to academic misconduct. A faculty member appointed by the dean oversees actions related to the harassment policy.

**University-Wide Academic Grievance Procedures**

I. Academic Grievances

A. A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement with a student (e.g. course requirements for graduation), and alleged inconsistent applications of existing policies. For a protest of a final course grade or other final comprehensive evaluations to be considered, the protest must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

1. Arithmetic or clerical error
2. Arbitrariness, possibly including discrimination based upon race, sex, religion, or national origin of the student
3. Personal malice

Grievances related to course grades normally should be filed during the semester in which the alleged action takes place, but such protest must be made not later than the last day of classes of the next succeeding regular semester. This grievance procedure is not available in cases where a decision has been appealed, and been afforded a committee hearing, and the appeal has been denied.

B. A student must file a grievance in the academic department (academic department is a phrase that also refers to academic program or area if these terms apply) of The University of Alabama in which the alleged action took place. Academic grievances shall be resolved by the department head in the division where the grievance took place. Grievances concerning matters that are not within the jurisdiction of a particular academic division and grievances against the divisional academic dean must be resolved by the Provost/Vice President for Academic Affairs. Grievances against the department chairperson must be resolved by the divisional academic dean. Appeals from the academic dean's decisions may also be made to the Provost/Vice President for Academic Affairs.

II. Resolution by Department Chairperson
A. A student who believes that an academic action has unjustly affected him/her may file a grievance with the department chairperson. The facts and circumstances which are bases for the academic grievance should be presented to the department chairperson in written form.

B. The department chairperson will schedule a conference with the student who has brought the grievance, reissue the student a copy of the University-wide Academic Grievance Procedures, ascertain the circumstances involved, and review any materials or circumstances pertinent to the grievance to determine if there seems to be a reasonable or sound basis for the academic grievance. If the chairperson decides there may be a reasonable or sound basis for the academic grievance, or if the student insists on filing the grievance anyway, then the department chairperson will arrange conferences with the student and other person(s) involved.

Prior to these conferences, the other person(s) involved will be given a copy of the written grievance and will be reissued a copy of the University-wide Academic Grievance Procedures. Both the student and other person(s) will be informed that the purpose of conferences scheduled by the department chairperson is to attempt to resolve the issue informally. Both parties will be informed that they have the right to present any evidence, supporting witnesses, or any other relevant information during these conferences.

C. At the beginning of these conferences, the department chairperson will inform the student and other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as intermediary between the student and other individual(s) with whom the student has a dispute. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.

D. If a resolution cannot be reached informally between the student and other person(s) involved, then the matter will be forwarded to the academic dean to be resolved.

III. Resolution by Academic Dean

Any matter not resolved by the department chairperson will be resolved by the academic dean. The dean may act alone or in the conjunction with a standing divisional committee or an ad hoc committee appointed by the dean, but the dean will make the decision. The academic dean will arrange conferences with the faculty or staff member, student, and others, as may be appropriate, to discuss the matter in question. The student and other person(s) involved will be given an opportunity to make a statement, present evidence, witnesses, or materials pertinent to the academic grievance; during these conferences both parties can be accompanied or advised by anyone either party chooses. The academic dean, after careful deliberation, will render a decision.

Notice of the dean's decision will be sent by certified mail to the student with copies to the faculty or staff member and other involved parties; either party may appeal the dean's decision to
the Office for Academic Affairs if the appeal is filed within 15 working days of the date of mailing of the dean's decision.
IV. Appeal

The dean's decision may be appealed to the Office for Academic Affairs within 15 working days of the mailing of the dean's decision. Appeals must be based on substantive grounds such as procedural errors, new information, or inconsistencies in the application of policies.

When an appeal is received by the Office for Academic Affairs, an official from that office will schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If meetings with the student and other concerned parties result in an agreeable solution to the matter, the appeal process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Provost/Vice President for Academic Affairs, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Provost/Vice President for Academic Affairs denies the appeal, the appeal process will end. If the appeal is to be heard, the official from the Office for Academic Affairs will convene a panel to resolve the issues that remain. The panel will consist of a person designated by the Vice President for Student Affairs, a person designated by the Provost/Vice President for Academic Affairs (not the official convening the panel), one student (appointed by the President of the SGA), and one faculty member (appointed by the President of the Faculty Senate); both the student and the faculty member will come from the division holding jurisdiction for resolving the academic grievance if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeal panel should hold graduate faculty or graduate student status respectively. The person designated by the Provost/Vice President for Academic Affairs will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic grievance appeal.

The hearing by a panel is an administrative hearing and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence which is of probative value in determining the issues, subject to the panel's judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses. The student may be represented at the hearing by a person of his or her choice; if the student is represented by an attorney, then the other parties may be represented by a person from the Office of the University Counsel. Each party (or the representative of the party) will have the right to confront and cross-examine all opposing witnesses. The panel will decide each of the issues raised in the appeal. The panel's decision will be final and will conclude the process insofar as the University is concerned.

A decision contrary to the student's position must be supported by the votes of at least three of the four panel members. The panel will give written notice of its decision to the student, the faculty or staff member, the dean, and the Provost/Vice President for Academic Affairs. (Graduate Catalog, Section 3.22, [http://graduate.ua.edu/catalog/grievances/](http://graduate.ua.edu/catalog/grievances/))
**Academic Misconduct Disciplinary Policy**

**A. General Policy**

The preservation of freedom of discussion, inquiry, and expression is possible only in an environment in which the privileges of citizenship are protected and the obligations of citizenship are understood. Accordingly, the University has developed regulations and policies pertaining to students and to student organizations. Any student or organization violating an established policy or regulation of the University is subject to disciplinary action according to the provisions outlined in these Codes of Student Conduct. Personal conduct on University-owned or University-controlled property or at University-sponsored events is subject to University jurisdiction. The University may also enforce its own disciplinary policy and procedures, regardless of where misconduct occurs, when personal or organizational conduct directly, seriously, or adversely interferes with or disrupts the educational missions, programs, or other functions of the University. In addition to the guidelines of conduct set forth elsewhere in the Handbook and other official University publications, acts of conduct for which disciplinary action may be taken and the disciplinary procedures, which apply for the fair adjudication of alleged violations, follow.

**B. Code of Academic Conduct**

1. **Academic Honor Code**
   
a. All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on tests and projects, at the discretion of the course instructor, each student will be expected to sign an Honor Pledge.

   b. The Academic Honor Pledge reads as follows:

   "I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedures that will result from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University."

2. **Academic Misconduct**

   a. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty
includes, but is not limited to, each of the following acts when performed in any type of academic or academically related matter, exercise, or activity.

(1) Cheating--using or attempting to use unauthorized materials, information, study aids, or computer-related information.

(2) Plagiarism--representing the words, data, pictures, figures, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.

(3) Fabrication--presenting as genuine any invented or falsified citation or material.

(4) Misrepresentation--falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

(More information on plagiarism can be found on the University Libraries website at http://www.lib.ua.edu/print/libraries/gorgas/plagiarism.htm.)

b. Except in divisions which have an alternate academic misconduct policy which has been approved by the Provost/Executive Vice President, academic misconduct cases shall be resolved by the divisional academic misconduct monitor or the academic dean of the division in which the alleged action took place. Appeals from the monitor’s decisions may be made to the academic dean; appeals from the academic dean’s decisions may be made to the Office for Academic Affairs.

c. Penalties for academic misconduct can range from a reprimand to a penalty as severe as suspension for a definite time or even indefinite suspension. Indefinite suspension normally requires a minimum of one semester. After one semester students may appeal for reinstatement. Academic deans have the authority to impose the full range of penalties. Divisional academic misconduct monitors may impose penalties only after receiving a voluntary written confession. Misconduct monitors are authorized to impose penalties up to but not including suspension, and may impose penalties of suspension or indefinite suspension if authority to do so has been delegated by the academic dean. All persons who admit to or are found guilty of an academic offense for which a penalty less than an indefinite suspension is imposed will receive a penalty of indefinite suspension if they admit to or are found guilty of another offense of academic misconduct.

d. A penalty of indefinite suspension is mandated for a finding of guilt on all second offenses. All second offense accusations are referred immediately to the Dean of the College for resolution. Second offense accusations” assume resolution of first offenses (i.e., finding of guilt) and that students have been afforded the opportunity to learn from the first offense. Multiple misconduct accusations, where the accusations have not been resolved, may result in a penalty more severe than is typical in first offenses, including indefinite suspension. For second-offense cases that are in progress at the beginning of a semester, a student will be allowed to enroll and
continue through completion of semester even if the outcome of the accusation is suspension. If an academic misconduct case is underway during a student’s final semester, the awarding of the degree may be dependent upon the resolution of the case. In all cases that involve suspension as a penalty, the Office of Academic Records and University Registrar will be notified immediately of the suspension and a hold will be placed on the student’s record to prevent further enrollment.

3. Resolution of Academic Misconduct

a. A course instructor, or any other person(s), who has reasonable cause to believe a student has engaged in an act of academic misconduct shall report, immediately upon discovery, the matter to the divisional academic misconduct monitor (appointed by the academic dean) of the division within which the alleged misconduct occurred. The matter must be reported by the course instructor or department chair in a timely manner. In most cases the academic misconduct monitor should receive the report within 2-3 weeks of the student’s alleged act of misconduct. The instructor will take no other action in the matter until a decision has been reached by the monitor or the dean. When suspected incidents of academic misconduct occur in settings other than an academic division, the matter will be reported to and processed through the divisional academic misconduct monitor where oversight of the course occurs.

b. If any electronic device is confiscated by an instructor as part of the package of evidence presented to the monitor, the device will be returned promptly once pertinent information related to the accusation has been documented.

c. When a student is charged with academic misconduct in a distance education course, the student may be allowed to have a telephone meeting. The academic misconduct monitor should verify communication with the student through use of social security, student identification number, and/or date of birth. The monitor should give the URL for the academic misconduct policy as well as offer to mail, e-mail, or fax the policy. In an effort to provide the student with time to read the policy, a second telephone meeting is recommended. The procedures should continue as with on-campus students.

d. When a course instructor reports alleged academic misconduct by a student to an academic monitor, the academic monitor will, within one business day, notify the Office of Academic Records and University Registrar of the accusation indicating the student cannot drop the course. The academic monitor will attempt to notify the student via e-mail, phone or letter of a required meeting with representation from the Dean’s Office. If initial attempts to communicate in these manners are unsuccessful, certified mail is recommended. When such an accusation is made prior to the 10-week drop date, the student will not be allowed to drop the course in which the academic misconduct is alleged to have occurred until the misconduct resolution process is complete. If the student is found not to have engaged in academic
misconduct, the student will be allowed to drop that course even if the 10-week drop period has expired. If the student does not respond to the notice from the Dean’s Office of the accusation of academic misconduct within two weeks from the date of such notice, a general hold will be placed on the student’s university transactions. If the student does not respond to the notice of the accusation from the Dean’s Office before the end of the semester in which the alleged academic misconduct occurred, the academic monitor will advise the course instructor to assign a grade of “Incomplete” to the student.

e. The monitor will discuss the circumstances involved with the course instructor and/or other appropriate person(s) and review any pertinent materials in order to determine if a reasonable basis exists for believing that academic misconduct may have been committed. If the monitor concludes that there is a reasonable basis for believing an act of academic misconduct may have been committed, the monitor will determine whether the student has been disciplined for any prior academic misconduct offense(s) and will arrange a conference with the student. When a student is accused of academic misconduct, the monitor contacts the Office for Academic Affairs about any prior misconduct findings for that student before proceeding with the investigation. If prior offense(s) have occurred, the monitor will refer the case to the academic dean for resolution. The monitor may invite the course instructor to attend any conference(s) with the student. The student will be informed at the start of the conference that an issue of possible academic misconduct exists and will be given a copy of this Academic Misconduct Disciplinary Policy and will sign to acknowledge receipt of the policy. The monitor will call the student's attention to the following provisions:

(1) The student is not required to make any statement at all regarding the matter under investigation.
(2) The student may make a voluntary statement if he or she chooses.
(3) The student has a right to present any evidence, supporting witnesses, and other information to the misconduct monitor.
(4) The student has a right to be advised and represented by anyone of his or her choice.
(5) The student is entitled to a recess in the conference for one week in order to take advantage of the rights listed in items 3 and 4.

f. At the conference, the student will be informed that options are available as to how the resolution of the charges will occur.

(1) The matter can be dismissed by the monitor if evidence is presented which leads the monitor to conclude that there is not convincing proof that the student engaged in an act of academic misconduct.
(2) The matter can be concluded at the conference level and a penalty imposed if the student makes a voluntary written admission that he or she engaged in an act of
academic misconduct. The student will be given written notice of the penalty. If the penalty imposed by the monitor includes assignment of a grade, the course instructor must approve the specific grade before the grade can be assigned. If the course instructor does not approve the grade recommendation, the response will be treated as an appeal and forwarded on to the academic dean.

(3) The matter will be forwarded to the academic dean:

(a) if it is not dismissed by the monitor and the student does not make a written admission of academic misconduct, or

(b) if, within one week from the date the conference is concluded, either the student or the course instructor appeals the decision of the monitor, including dismissal or penalty, and requests that there be further review.

4. Resolution by the Academic Dean

a. The dean will consider timely appeals from students or instructors who are not satisfied with the dismissal or the penalty imposed by the academic monitor. The dean will also make decisions concerning guilt and penalties for students who have not made an admission of misconduct.

b. Any matter not resolved by the misconduct monitor will be resolved by the academic dean. The dean may act alone or in conjunction with a standing divisional committee or an ad hoc committee appointed by the dean, but the dean shall make the decision. The academic dean will confer with the course instructor, the student, and any other appropriate persons, to discuss the matter in question. The dean may arrange an individual or group conference to discuss the matter. The student will be allowed to make a statement and to present evidence, witnesses, and other relevant materials; the student may be accompanied and advised or represented by anyone the student chooses. The dean will seek the advice of the course instructor prior to assigning a grade penalty. However, the dean is not obligated to follow the instructor's recommendation since a penalty is being assigned rather than an evaluation of academic work. Notice of the dean's decision will include a statement of the academic misconduct charges and will be sent to the student by certified mail with copies to the instructor and other involved parties; the student or the instructor may appeal the dean's decision to the Office for Academic Affairs if the appeal is filed within 15 working days of the date of mailing of the dean's decision. No penalty will be imposed until:

(1) the time for appeal has expired, or

(2) a decision on the appeal has been reached.

c. The dean's decision(s) may be appealed to the Office for Academic Affairs within 15 working days of the mailing of the dean's decision(s). Appeals must be based on substantive grounds such as procedural errors, new evidence, or inconsistencies in penalties assigned.
5. Appeal to Office for Academic Affairs

When an appeal is received by the Office for Academic Affairs, an official from that office will schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If meetings with the student and other concerned parties result in an agreeable solution to the matter, the appeal process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Provost/Executive Vice President, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Provost/Executive Vice President denies the appeal, the appeal process will end. If the appeal is to be heard, the official from the Office for Academic Affairs will convene a panel to resolve the issues that remain. The panel will consist of a person designated by the Vice President for Student Affairs, a person designated by the Provost/Executive Vice President (not the official convening the panel), one student (appointed by the President of the SGA), and one course instructor (appointed by the President of the Faculty Senate); both the student and the course instructor will come from the division holding jurisdiction for resolving the alleged misconduct if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeal panel should hold graduate faculty or graduate student status respectively. The person designated by the Provost/Executive Vice President will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic misconduct appeal.

The hearing by a panel is an administrative hearing and the proceedings will be informal rather than those used in courts of law. The panel may admit any evidence which is of probative value in determining the issues, subject to the panel's judgment as to the relevance, credibility, and weight of the evidence. The panel may ask the parties to produce evidence on specific issues, may examine witnesses, and may call and examine its own witnesses. The student may be represented at the hearing by a person of his or her choice; if the student is represented by an attorney, then the other parties may be represented by a person from the Office of the University Counsel. Each party (or the representative of the party) will have the right to confront and cross-examine all opposing witnesses. The panel will decide each of the issues raised in the appeal. The panel's decision will be final and will conclude the process insofar as the University is concerned. A decision contrary to the student's position must be supported by the votes of at least three of the four panel members. The panel will give written notice of its decision(s) to the student, the course instructor, the dean, and the Provost/Executive Vice President.

6. Records

In order to maintain confidentiality, the student’s name, student number, and academic division of all University of Alabama students who admit or are found guilty of academic
misconduct shall be forwarded to the Office for Academic Affairs together with a brief description of the offense and the penalty imposed. In cases that involve suspension as a penalty the Office of Academic Records and University Registrar will be notified immediately of the suspension and a hold will be placed on the student’s record to prevent further enrollment. In cases of successful appeals, the record and all supporting documentation are expunged and destroyed after one semester. (Faculty Handbook, Appendix C, http://www.facultyhandbook.ua.edu/appendix-c.html.)

The University of Alabama Harassment Policy

I. Statement of Policy

A. Harassment Is Not Tolerated

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status. Such illegal harassment violates federal civil rights laws and University nondiscrimination policy and may lead to personal liability for the results of such behavior.

The University of Alabama is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the workplace and students can engage fully in the learning process. Toward this end, all members of the University community (including faculty, staff and students) must understand that harassment based upon one’s protected status as identified above will not be tolerated, and that they are required to abide by the following policy. The University will take appropriate action to prevent, correct, and where warranted, discipline behavior that violates its Harassment Policy.

The University implements its Harassment Policy through preventive education and training and through procedures for investigating and resolving claims of harassment. Employees and students are encouraged to review the University’s on-line training tutorial on harassment (http://training.newmedialearning.com/psh/ua/) and participate in training programs, which are offered by a variety of departments and divisions, including the Department of Human Resources. Individuals who believe they are being harassed are encouraged to report the problem to appropriate administrative officials. Information about appropriate complaint channels and the procedures for resolution of claims of harassment follows and can also be obtained from the Deans’ Offices, the Vice Presidents’ Offices, the Department of Human Resources, or the Office of Equal Opportunity Programs.

B. Retaliation Is Not Tolerated

The University encourages students, faculty, and staff to express freely, responsibly, and in an orderly way opinions and feelings about any problem or complaint of harassment. Retaliation against persons who oppose or complain about harassment is strictly prohibited. Retaliation is any action that has the effect of punishing a person for engaging in a legally protected activity,
such as alleging harassment, making a harassment complaint, or assisting in a harassment investigation. Examples of retaliatory adverse employment actions include suspension, demotion, or termination. In addition, this policy prohibits retaliation in the form of harassment, intimidation, threats, or coercion, or in the form of any materially adverse harm that would dissuade a reasonable student or employee from filing a harassment complaint or participating in a harassment investigation.

An employee/student is protected against retaliation for his or her opposition to harassment as long as the employee/student has a reasonable and “good faith” belief that the complained of conduct is illegal, even if it turns out that the complainant was mistaken as to the legality of the conduct. It is a violation of the University’s policy to retaliate against the complainant(s), respondent(s), witnesses or others involved in the review of such complaints. Any employee who retaliates against an employee or a student in violation of the law and/or the University’s Harassment policy is subject to disciplinary action.

This Harassment policy shall not, however, be used to bring frivolous or malicious complaints against students, faculty or other employees. If a complaint has been made in bad faith, as demonstrated by clear and convincing evidence, disciplinary action may be taken against the person bringing the complaint.

II. Factors Considered in Determining Existence of Harassment

A. Definition of Harassment

Harassment is abusive or hostile conduct which is directed toward or inflicted upon another person because of his or her race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran’s status and which, because of its severity or pervasiveness, unreasonably interferes with an individual’s work or academic performance or creates a hostile or abusive work or learning environment for that individual’s work, education, or participation in a University activity. Harassment is typically based on stereotyped prejudices and includes, but is not limited to, slurs, jokes, objectionable epithets, or other verbal, graphic, or physical conduct that demeans, insults, or intimidates an individual because of his or her race, color, religion, ethnicity, national origin, sex, sexual orientation, age, disability, or veteran status.

B. Sexual Harassment Defined

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s performance as an employee or student or creating an intimidating, hostile, or offensive working or learning environment.
C. Factors Considered in Assessing Whether Harassment Exists

In determining whether conduct constitutes prohibited harassment, the following understandings shall apply:

1. Harassment must be distinguished from behavior which, even though unpleasant or uncomfortable, is appropriate to the carrying out of instructional or supervisory responsibilities (e.g., criticism of work, corrective discipline, performance evaluation; discussion of controversial topics germane to an academic subject);

2. The totality of the circumstances must be evaluated to determine whether a particular act or course of conduct constitutes harassment, including the frequency, severity, and context of the questioned conduct and whether the conduct was physically threatening and humiliating or a mere utterance;

3. The conduct alleged to be harassment will be evaluated from the perspective of a reasonable person in a similar situation and not simply the particular sensitivity or reaction of an individual;

4. An isolated incident of hostile behavior, although offensive, usually will not be sufficient to establish a claim of illegal harassment. For example, generally, a single sexual joke, offensive epithet, or request for a date does not constitute sexual harassment; however, being subjected to such jokes, epithets or requests repeatedly may constitute sexual harassment. However, administrators and supervisors should take corrective action when such isolated incidents occur, in order to ensure that repetition of that or similar conduct does not rise to the level of illegal harassment; and

5. Although repeated incidents of hostile conduct generally create a stronger claim of harassment, a serious incident, even if isolated, may be sufficient.

D. Academic Freedom and Harassment

In cases of alleged illegal harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a harassing, sexual or hostile nature; which occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited harassment if it meets the definition of harassment noted above and 1) is reasonably regarded as non-professorial speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course), or 2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.
III. Reporting of Harassment or Related Retaliation Allegations

A. Prompt Reporting Required

Persons who believe they have been targets of harassment or related retaliation should report the incident(s) immediately to appropriate administrative officials as set forth below. Delay in reporting to these university officials makes it more difficult to investigate fairly and adequately the incident and may contribute to the repetition of offensive behavior.

B. Confidentiality

The University will do everything consistent with enforcement of this policy and with the law to protect the privacy of the individuals involved and to ensure that the complainant and the accused are treated fairly. Information about individual complaints and their disposition is considered confidential and will be shared only on a “need to know” basis.

C. Reporting Channels

The following sections identify appropriate harassment resource persons and complaint-receiving officials that students and employees should contact regarding illegal harassment and/or retaliation for complaining or participating in a complaint or investigation.

1. Responsibilities of Supervisory Personnel

All members of the university community have a general responsibility to contribute in a positive way to a university environment that is free of illegal harassment. Supervisory personnel, however, have additional responsibilities. Supervisory personnel are not only responsible for educating and sensitizing employees in their units about harassment issues, but they are also directed to take all appropriate steps to prevent and stop harassment in their areas of responsibility, which may include training. Supervisory personnel who are contacted by an individual seeking to file a complaint about harassment in their unit or area of responsibility shall assist the complainant in contacting the appropriate complaint-receiving officials identified below.

2. Student Complaints

Students with complaints of harassment against faculty members, graduate assistants or other student employees, and staff members in departments, schools, or colleges should contact the designated Harassment Resource Person in their department, school or college or in the department, school or college in which the alleged offender is employed. A faculty member to whom a student has come with a complaint of harassment should recommend that the student contact the designated Harassment Resource Person. The name and location of the designated Harassment Resource Person can be obtained online
from the Office of Equal Opportunity Programs website or from the Office of Equal Opportunity Programs.

Students participating in internships, field placements, student teaching, or similar academic experiences in settings off campus should report complaints of harassment arising out of those placements to the University faculty or staff member providing supervision or to the designated Harassment Resource Person in their college or school.

Students with complaints of harassment against other students should be addressed to the Student Affairs designated Harassment Resource Person(s).

Students who believe for any reason that they cannot effectively communicate their concern through any of these channels may consult the University Compliance Officer in the Office of Equal Opportunity Programs, or if conflicts exist with the University Compliance Officer, students may consult with the Vice President for Community Affairs.

Students who believe they are targets of sexual assault or sexual harassment may seek advice and referral from both the Women’s Resource Center and the Counseling Center. These offices keep all information confidential and neither receive formal complaints nor conduct investigations. The Counseling Center is also available to students for assistance on a wide range of issues.

3. **Employee Complaints**

Employees should report complaints of harassment to the designated Harassment Resource Person for the college, school, or administrative unit in which they are employed or to the Department of Human Resources. Employees who believe for any reason that they cannot effectively communicate their concerns through any of these channels may consult the University Compliance Officer in the Office of Equal Opportunity Programs, or if conflicts exist with the University Compliance Officer, employees may consult with the Vice President for Community Affairs.

Employees who believe they are targets of sexual assault or sexual harassment may seek advice and referral from the Women’s Resource Center. The Women’s Resource Center keeps all information confidential and neither receives formal complaints nor conducts investigations.

D. **Procedures for Handling Complaints of Harassment**

Individuals who believe they are targets of unlawful harassment in their working or academic environments are encouraged to respond to the alleged harasser directly, by objecting and by requesting that the unwelcome behavior stop. Individuals may also seek assistance or
intervention, short of filing a complaint, from their supervisor or University complaint-receiving officials referenced in paragraphs C (2) and (3) above.

An initial discussion between the complainant and the complaint-receiving official will be kept confidential to the extent allowed by law, with no formal written record. The complaint-receiving official will explain the options available and will counsel the complainant. If the complainant, after an initial meeting with the complaint-receiving official, decides to proceed, the complainant will be requested to provide a written statement describing the complaint.

Complaints of harassment will receive prompt attention. Complaints may be resolved through the informal or formal procedures described below, and appropriate action will be taken. Informal means are encouraged as the beginning point, but the choice of where to begin normally rests with the complainant. However, if the complaint-receiving official believes that the matter is sufficiently grave because it seems to be part of a persistent pattern, because of the nature of the alleged offense, or because the complainant seeks to have a sanction imposed, then the complaint-receiving official will initiate a formal procedure, or take other appropriate action.

1. **Informal Procedures**

   a) The complainant may attempt to resolve the matter directly with the alleged offender and report back to the complaint-receiving official.

   b) The complaint-receiving official may notify the alleged offender of the complaint, paying appropriate attention to the need to maintain confidentiality. The complaint-receiving official may take whatever steps short of disciplinary sanctions that he or she deems appropriate to effect an informal resolution acceptable to both parties.

   c) Where the alleged offender is a student, the complainant and accused may choose to participate in mediation. If a complaint is resolved informally, no record of the complaint will be entered in the alleged offender’s personnel file or student records. However, the complaint-receiving official will, in the form of a confidential file memorandum, record the fact of the complaint and the resolution achieved. A copy of this memorandum will be forwarded to the University Compliance Officer in the Office of Equal Opportunity Programs where it will be retained in confidential files.

2. **Formal Procedures**

   In formal resolution procedures, the written and signed complaint will be directed to the following officials:

   a) If the complaint is against a faculty member, other instructional personnel, or staff employed in a college or school, it should be directed to the dean of the college/school.
b) If the complaint is against a staff member in a unit other than a college or school, it should be directed to the Office of Equal Opportunity Programs.

c) If the complaint is against a student, not acting in an instructional or other employment capacity, it should be directed to the Office of the Vice President for Student Affairs.

d) If the complaint is against a person outside the University (non-employee, non-student), it should be directed to the dean of the college or school if the behavior is occurring in a college or school, to the Office of Equal Opportunity Programs if the behavior is occurring in the work environment outside an academic unit, or to the Office of the Vice President for Student Affairs if the complainant is a student.

e) If conflicts or other problems exist with the dean or the Office of the Vice President for Student Affairs handling the complaint, the complaint may be filed with the University Compliance Officer in the Office of Equal Opportunity Programs. If conflicts exist with the University Compliance Officer, individuals may consult with the Vice President for Community Affairs.

The officials listed directly above, or their appointed designees, will conduct a prompt and appropriate investigation, conducting whatever inquiry they deem necessary, and will arrange conferences with the complainant, the alleged offender, and any other appropriate persons. The investigation, subject to the confidentiality provision above, will afford the accused an opportunity to respond to the allegations. Those directing investigations will make a record of the case, including a record of their decision and any sanctions imposed. Those records are to be retained for at least four years after the individual leaves the University employment. The officials conducting the inquiry shall forward to the Office of Equal Opportunity Programs (i) a copy of the complaint, (ii) the decision made regarding the complaint, and (iii) any resolution achieved, including any sanctions imposed, which will be retained in that office’s confidential files. The complainant and the alleged offender will be notified whether the investigation results in a finding of a policy violation; however, that information should be treated by both parties as confidential and private. (Mandating harassment training is not to be considered a –sanction.”)

A complainant not satisfied with the resolution achieved by the formal procedures may discuss the matter further with the University Compliance Officer in the Office of Equal Opportunity Programs.

**E. Disciplinary Sanctions**

A conclusion that harassment in violation of University policy or the law has occurred shall subject the offender to appropriate disciplinary action and may result in suspension, discharge, expulsion or dismissal. University disciplinary procedures and possible sanctions are described in the Code of Student Conduct in the Student Handbook, the Staff Handbook and Policy Manual, and the Faculty Handbook. Sanctions imposed will be determined on the basis of the facts of each case and the extent of harm to the University’s interests.
The University of Alabama Sexual Assault Policy

A. Commitment

The University of Alabama is committed to maintaining a supportive and safe educational environment, one which seeks to ensure the well-being of all members of its community. This commitment reflects the institution's adherence to its mission, to its various policies supporting its mission, and to relevant state and federal laws. To that end, the University has adopted the following sexual assault policy.

B. Definition

Sexual Assault is defined for purposes of this policy as:

1. Any form of attempted or actual nonconsensual sexual contact by a member of the University community, whether such person is known or unknown to the victim, against another member of the University community.

2. A person shall be deemed not to have knowingly and/or voluntarily consented within the meaning of this policy if, at the time of the attempt or of the sexual assault, the person is incapable of giving consent because of mental incapacitation, physical impairment, alcohol or drug consumption, or loss of consciousness.

3. For the purposes of this policy, “sexual contact” shall mean any touching of the sexual or other intimate parts of a person, done for the purpose of gratifying the sexual desire of either party.

C. Reporting Process

The University strongly encourages individuals to report sexual assaults to the appropriate law enforcement agencies and University officials. Reporting an assault is the only effective way that action can be taken against the alleged attacker. Victims are encouraged to use the following procedures:

1. Individuals should first contact the University Police or local police authorities. Both agencies may be reached by calling Emergency 911.

2. Individuals may also contact the following University administrative offices for assistance:
   a. The Women's Center (348-5040)
b. The Office of Student Life (348-6114)

   (1) On-call dean (394-1566 - beeper)
   (2) Assistant Vice President for Student Affairs: Dr. Kathleen Randall (348-8228)

D. University Disciplinary Process

The University of Alabama is committed to providing an investigative hearing process that is sensitive, fair, supportive, and respectful of the rights and needs of all involved. To the extent not already provided for by existing disciplinary procedures, the complainant and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; both the complainant and the accused shall be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. As provided by existing University disciplinary procedures, under appropriate circumstances, interim measures may be taken to provide for the safety of the complainant, of the accused and of witnesses. University disciplinary procedures and possible sanctions are described in the Code of Conduct in the Student Handbook, University Staff Handbook, and the University Faculty Handbook.

E. Medical and Counseling Support Services

It is very important for victims of sexual assault to obtain immediate medical care following a sexual assault, whether or not the sexual assault is reported, to ensure the victim's well-being and to document, collect and properly preserve physical evidence of the assault.

1. In addition to care of obvious injuries, medical attention is needed to protect the victim from sexually transmitted diseases or the possibility of pregnancy. Immediate medical attention can be received at the nearest local hospital emergency room. In order to preserve physical evidence of the assault, victims should not change clothes, bathe, douche, or use the toilet before seeking medical care. The Russell Student Health Center can provide students with assistance and information concerning other medical resources available.

2. Confidential counseling for student victims of sexual assault is available through the University's Counseling and Psychological Services Center. CAPS and the Women's Center can also provide referral information for students, staff and faculty to other community resources.

F. Women's Center Sexual Assault Victim Advocate

The University of Alabama Women's Center provides a Sexual Assault Victim Advocate Program. This program provides needed support in a time of crisis to victims of sexual assault. The advocate will help victims, their families, and friends by providing information and support. If requested by the victim and if reasonably available, the University will provide modifications to living arrangements for the victim, if residing in University housing. Also, if requested by the victim and if reasonably available, rearrangement of academic class schedules for the victim may
be provided. The Women's Center Sexual Assault Victim Advocate can be contacted at 348-5040.

**G. Educational Programs**

The University of Alabama is committed to providing preventive, informative, and supportive programs for all members of the University community. Campus-wide programs coordinated by the Women's Center are designed to increase safety awareness, develop self-defense techniques, improve communication skills between women and men, help prevent acquaintance and stranger rape, build self-esteem, and provide information on steps to take in the event of a sexual assault.

*(Faculty Handbook, Appendix O, [http://www.facultyhandbook.ua.edu/appendix-o.html](http://www.facultyhandbook.ua.edu/appendix-o.html))*

**STUDENT ACTIVITIES/ORGANIZATIONS**

**Student Representatives**

Student representatives are elected from the various program components and cohorts. All representatives will attend the MSW Program Committee meetings. To provide some continuity, first-year representatives will continue their service until second-year representatives are elected during the following fall semester. Student representatives have the same voting rights as faculty members, except when an executive session of a committee meeting is called.

Student representation is desired and required as part of the operations of the MSW Program. Given that circumstance, a list of duties follows.

**Duties**

1. Attend meetings

Be able to attend the following meetings and bring forth or respond to information pertinent to students from each program component.

   - MSW Program Committee
   - Other meetings as warranted

2. Serve as liaison and advocate

Be able to serve as a knowledgeable liaison between administration, the faculty, and the students in their respective cohorts. Liaison responsibilities involve timely dissemination of information to students, and feedback to appropriate administrative/faculty members.

Be able to advocate regarding a particular student issue, as well as for the MSW student body as a whole. From time to time, an individual student may seek advice or clarification from student
representatives. A representative may assist a student in accessing information regarding policies and procedures of the program or school.

3. Other duties as determined

An ad-hoc group may be convened to coordinate social or class-sponsored projects. Class representatives may assist with these duties.

**Election of Representatives**

Early in the fall semester, the program chair will accept nominations and make arrangements for voting.

**African American Heritage Month**

Each February during African American Heritage month, the School of Social Work organizes special events to celebrate African American history and culture. One of these events is the Ethel Hall African American Heritage Celebration.

**Get on Board Day**

Early in each semester, the Coordinating Council for Student Organizations hosts Get On Board Day. Information about campus and national organizations is available. Participating organizations range from the academic and departmental honorary groups to recreational organizations.

**Honors Day**

The University celebrates Honors Day on a Friday in April. This day is set aside to honor students who have excelled in academics, contribution, and leadership while attending the University. The School of Social Work has an Honors Day ceremony that Friday morning to honor its outstanding students.

**National Association of Christians in Social Work (NACSW)**

The University of Alabama Social Work Student Chapter of Christians in Social Work is a student led organization that welcomes social work students at the undergraduate and graduate levels, faculty, staff and community professionals. The purpose of NACSW is to allow a setting to for social workers to connect with other Christian in the context of the social work profession. NACSW’s mission is to equip its members to integrate Christian faith and professional social work practice. Meetings are held throughout the semester and additional contact and involvement is available through an online internet based website. NACSW has a bulletin board in the hallway of Little Hall.
**National Association of Social Workers (NASW)**

The faculty of the School of Social Work encourages students to become members of the National Association of Social Workers (NASW). Benefits of NASW membership include a reduction of fees for workshops and other special events, and a subscription to the journal *Social Work*. An additional benefit is reduced membership fee, which continues for three years after graduation from the MSW program. Applications for membership may be obtained online at [www.naswdc.org](http://www.naswdc.org).

In addition, students are encouraged to affiliate with other special interest social work organizations.

**Phi Alpha Honorary Society – Psi Chapter**

Phi Alpha is an international academic and service-based honorary society first established in the United States in 1962. The Psi Chapter at The University of Alabama was the 23rd chapter formed. It was established on April 15, 1976. For MSW students to qualify for active membership, they must have completed at least nine semester hours in their chosen concentration with an overall grade point average of 3.80.

**Social Work Association for Cultural Awareness (SWACA)**

This group provides a structure and forum through which social work students and students in related fields of social science can exchange ideas, offer services, and develop programs in the interest of minority communities and the community-at-large. More information can be found on the organization's bulletin board in the hallway of Little Hall.
APPENDIX A

DIVERSITY STATEMENTS

The University of Alabama Statement on Diversity

The mission of The University of Alabama is to advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service. That educational mission is enhanced by the robust exchange of ideas that occurs within a diverse and inclusive learning environment. Students who learn from each other and from faculty members and administrators (including those at the highest levels of leadership) in an environment with a variety of backgrounds are better able to understand, appreciate, and contribute to our twenty-first century global society. Consequently, the University endorses a student, faculty, and administrative community enriched by women and men of diverse national origins, races, ethnicities, sexual orientations, cultures, socioeconomic and geographic backgrounds, ages, physical abilities, and religious and political beliefs. The University is committed to offering diverse cultural programs, intercultural education, and other educational initiatives (such as the University’s Crossroads Community Center) that enhance awareness and appreciation of cultural and individual diversity, promote community, and prepare students for the global society in which they will live and work.

As an institution of higher learning, The University of Alabama attaches great value to freedom of speech and open debate, but it also attaches great importance to the principles of civility and respect which govern an academic community. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University.

It is the goal of The University of Alabama to cultivate a hospitable campus environment in which all members of the University can work together and learn from each other in a climate of mutual respect.

School of Social Work Policy Statement on Cultural Diversity

As stated in the National Association of Social Workers Code of Ethics and consistent with the University of Alabama’s Equal Opportunity Policy, we the faculty, staff, and students of the School of Social Work:

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our profession, and our community.

3. Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.
APPENDIX B

COURSE DESCRIPTIONS

SW 500 Social Welfare Policy: History, Problems, Programs, and Analysis 3 hours

Prerequisites: Graduate standing with admission to MSW program. With special permission of the MSW program chair and the instructor, graduate students outside the School of Social Work may take this course.

This course provides an introduction to the history of services to the poor and underserved and an introduction to current policies and services that address poverty and service delivery. The course also critically reviews the history, mission, and philosophy of the social work profession and its efforts to alleviate poverty and gaps in service. Students learn to use selected analytic frameworks to complete critical analyses of policies and services that assess the impact of policy on persons who are subject to discrimination, economic deprivation, and oppression, including women, older adults, people of color, and gay and lesbian persons. The course emphasizes understanding and appreciation of human diversity with the goal of helping students to work competently with diverse populations. Critical questions such as, to what extent does policy promote the NASW Code of Ethics and the stated values of the profession and to what extent has the social work profession upheld those goals are explored in the class. SW 500 provides a foundation for the advanced policy analysis course.

SW 501 Social Welfare Policy: Advanced Policy Analysis 3 hours

Prerequisites: Completion of SW 500 or SW 578.

The focus of this course is on social welfare policy analysis, with particular emphases on the influences of economic and political issues. The course emphasizes comparative research at both the state and national levels. Students are provided an opportunity to complete a critical review of a contemporary social welfare policy, or a policy proposal that includes a comparative dimension using one of the analytic frameworks employed in Social Work 500. Students are taught how to use the best available evidence to assess policies and their impact on persons who are subject to discrimination, economic deprivation, and oppression, including women, older adults, people of color, and gay and lesbian persons. An understanding and appreciation of human diversity will assist students in learning to practice competently with diverse populations.

SW 505 Reminiscence and Life Review in Late Adulthood 3 hours

Prerequisites: MSW concentration-year standing or permission of MSW program chair and instructor.
The focus of this course is on evidence-based practice models and methods of conducting and utilizing the therapeutic interventions of reminiscence and life review that grew out of the intersection of Erik Erikson’s conceptualization of later life and Robert Butler’s interpretation of successful aging. The course will review the theoretical background of these two interventions, address specific target groups including depressed and cognitively impaired older persons, and older people who are experiencing a life transition. Life review and reminiscence will be discussed as a normal, developmental task as well and as a responsibility in caring for an older adult. Specific methods associated with life review and reminiscence will be reviewed to include a life story book, structured reminiscence, positive core memories, life review and experiencing, and a life challenges interview. Emerging issues in reminiscence and life review will be discussed to include dosage level, procedures for integrating these approaches with other techniques (e.g., cognitive behavioral therapy), negative outcomes and cultural and tailoring interventions (the provision of culturally and gender sensitive interventions, elders who have experienced prejudice, discrimination, and social injustice).

**SW 506 Social Service Planning and Program Development**  
3 hours

**Prerequisites:** MSW concentration-year standing or permission of MSW program chair and instructor.

This course helps students develop social work knowledge and skills about how to critically and reflectively plan and develop social service programs. The emphasis is on public and non-profit social services and practice with poor and underserved clients. Students learn about the social, psychological, historical, political, and economic factors that influence social service planning and program development. The importance of valuing diversity and working respectfully with all of the relevant stakeholders is stressed as is the importance of evaluating policy, practice, and program outcomes and choosing those with demonstrated effectiveness.

**SW 510 Human Behavior and Social Environments I**  
3 hours

**Prerequisites:** Graduate standing with admission to the MSW Program. With special permission of the MSW program chair and the instructor, graduate students outside the School of Social Work may take this course.

This course introduces students to the Life Course Perspective as an overarching conceptual framework which is combined with selected theories in order to understand human behavior across the life course. The Life Course Perspective emphasizes the ways in which people's location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning
and respond to change over the life span. Students will critically and reflectively examine the interplay of organizations and communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities are influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors. This course is part of a two-course sequence and focuses on the earlier stages of human development from conception to adolescence.

**SW 511 Human Behavior and Social Environments II**  
2 hours

**Prerequisites:** SW 510 or permission of MSW program chair.

This course introduces students to an overarching conceptual framework and selected theories for understanding human behavior across the life course. A Life Course Perspective emphasizes the ways in which people's location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over the life span. Students will critically and reflectively examine the interplay of organizations and communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities are influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors. This course is part of a two-course sequence and focuses on the later stages of human development from young adulthood to advanced old age.

**SW 513 Models and Methods of Social Work Practice in Health Care**  
3 hours

**Prerequisites:** MSW concentration-year standing or permission of MSW program chair and instructor.

This course prepares students for advanced social work practice in health care settings. Using the Life Course Perspective, health and health care issues relevant to health care social work are addressed. Students are prepared to function as professionals in a rapidly changing health care system, characterized by chronic illness, short-term intervention, and managed care. The course also focuses on health prevention and promotion in terms of health behaviors as well as health care disparities and access to health care. The implications of policy, as it impacts direct health care service provision is examined. The MSW program themes of Life Course Perspective, critical and reflective thinking, evidence-based practice, diversity, and services to the poor and underserved are all emphasized in this course as it pertains to health care services and social work practice.
SW 514 Chemical Dependency 3 hours

**Prerequisites:** Admission to MSW program or permission of MSW program chair and instructor.

This course introduces the student to major theories of addiction, as well as information concerning physiological and psychological consequences of chemical dependency for the substance-dependent person, their family and community. State and federal policies regarding the control of drugs are discussed. The course reviews models of intervention, exploring the effectiveness of each on clients, particularly on individuals from special populations such as homeless, clients from different cultures, and clients of different sexual orientations.

SW 515 Psychopathology 3 hours

**Prerequisites:** Admission to MSW program or permission of MSW program chair and instructor.

This course presents information concerning criteria used in assessing mental disorders from infancy through older adulthood. It also provides information about the prevalence and etiology of psychiatric disorders. The impact of mental disorders on clients, their families and communities is discussed and students are provided with a brief overview of intervention including the use of psychopharmacology. The course also provides students tools by which they learn to recognize the risk of error within the assessment process, and learn to recognize the potential for bias that can result when assessment tools are inaccurately applied across cultural, ethnic, racial, and other groups.

SW 522 Social Work Ethics 3 hours

**Prerequisites:** Admission to MSW program or permission of MSW program chair and instructor.

This course will help students develop the knowledge base necessary to identify social work values, ethics and the relationship between the two to social work practice with children, youth, adults and their families. This course is designed to help students develop a better understanding of ethical issues and dilemmas they will experience in their practice and the skills needed to resolve ethical dilemmas and ensure consistent value driven ethical practice in the micro and macro aspects of social work practice. The course will assist students in developing a professional identity within the context of personal vs. professional values and beliefs. Students will acquire the skills needed to engage in professional behavior with clients and colleagues in a variety of situations. A major focus is on identifying legal, ethical and advocacy issues and interventions with low-income populations and those that have experienced social and economic injustice.
SW 523  Family Preservation  

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

This course presents an overview of family preservation theory and practice. Students examine models, theories, current issues, and trends related to child protection, family preservation, and family reunification. Particular emphasis is placed on material concerning practice skills with high-risk children and families in their home settings.

SW 524  Family Violence  

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

This course provides an overview of family violence across the life course. Forms of family violence along with theories of etiology will be covered. This elective will also cover interventions with an emphasis on critical evaluation of the evidence supporting their efficacy.

SW 525  Evaluation Research  

Prerequisites: Completion of SW 520, SW 570, or SW 576.

A major goal of this course is to demonstrate the link between the design and conduct of practice-relevant research and the practice of social work by exposing students to a wide array of evaluation studies. The course illustrates various uses of research. Lecture and experiential learning interactions expose students to knowledge about how to conduct evaluations that have effects on individuals in diverse populations.

SW 526  “Isms” and Advocacy in Social Work  

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

This course introduces students to theoretical, policy, and practice issues related to various forms of oppression, social and economic injustice, and social work advocacy. The course focuses on sociopolitical (e.g., racism, sexism, ageism, heterosexism, ableism, and classism), intrapersonal (e.g., identity, self-concept, mental health, behavior, and authenticity), and sociocultural (e.g., assimilation, acculturation, cultural fusion, and cultural conflict) processes as they relate to social work practice and social work advocacy. Attention is also given to social injustice and oppression across the life span. Specific emphasis is placed on critical and reflective thinking, and the use of evidence-
based approaches to social work advocacy targeting injustice, especially as it relates to oppressed, disadvantaged, at risk, and underserved populations.

**SW 527 School-based Social Work Practice**  
3 hours

**Prerequisites:** Admission to MSW program or permission of MSW program chair and instructor.

This course helps students develop knowledge, skills, and values to perform competently as school social workers. The course explores the dynamic social work role of advocating for children’s rights to an education within the organizational context of school systems. Issues of diversity, social injustice, homelessness, HIV/AIDS, substance abuse, and selected social problems impacting education will be addressed. The course presents material about the design, delivery, and evaluation of school social work interventions. Emphasis is placed on team work with parents, children, and other professionals to make school a more successful experience for students.

**SW 528 Spirituality and Social Work Practice**  
3 hours

**Prerequisites:** Admission to MSW program or permission of MSW program chair and instructor.

This course is designed to prepare students to address the role of spirituality in social work practice. The course will provide an overview of major issues relevant to spiritually sensitive social work practice. Emphasis will be given to the role of spirituality in interventions with clients of diverse ethnic, cultural, religious, and non-religious backgrounds. MSW program themes emphasized in this course are evidence-based practice, Life Course Perspective, and critical and reflective thinking.

**SW 529 Advanced Clinical Social Work Practice**  
3 hours

**Prerequisites:** MSW concentration-year standing or permission of MSW program chair and instructor.

This course provides students with opportunities to gain clinical knowledge beyond that covered in foundation and core practice courses and to demonstrate knowledge and application of social work clinical skills with children, youth, adults and their families. Information about the application of selected theoretical frameworks and models of practice, assessment strategies and techniques, the formulation of treatment plans, practice interventions, and practice evaluation is included in the course. The course emphasizes clinical practice with clients who are impoverished, underserved and/or oppressed. Students have opportunities to identify ways advocacy might be used to alleviate client conditions or improve practice outcomes.
SW 532 Models and Methods of Social Work Practice with Adults in Mental Health  
3 hours

Prerequisites: MSW concentration-year standing or permission of MSW program chair and instructor.

Building on foundation practice courses, this course emphasizes evidence-based practice models and methods of intervention for effective social work practice with adults experiencing mental health problems. Content focuses on promoting positive mental health; preventing mental illness; and delivering biopsychosocial intervention and rehabilitation services, including work with family members. Emphasis is on helping people with severe and persistent mental illness, substance abuse, and experiences of major trauma, function optimally in the least restrictive environment. A major focus is on culturally and gender appropriate interventions and on serving low-income populations and those that have experienced social and economic injustice. Although mental health assessments and treatment plans are discussed, the primary focus of the course is on treating mental health problems.

SW 533 Models and Methods of Gerontological Social Work Practice  
3 hours

Prerequisites: MSW concentration-year standing or permission of MSW program chair and instructor.

The focus of this course is on evidence-based practice models and methods of intervention necessary for effective, advanced social work practice with older persons and their families. Material will be presented about both normal and problematic challenges encountered by older persons as they experience physical, psychological, and social changes associated with human aging. A special focus of this course will be on the provision of culturally and gender sensitive interventions, and on addressing the special needs of low income elders, and elders who have been subjected to prejudice, discrimination, and social injustice.

SW 534 Integrative Seminar  
1 hour

Prerequisites: SW 500, SW 510, and SW 540. Prerequisite or Co-requisite: SW 511, SW 520 or SW 570, SW 541, and SW 542. Co-requisite: SW 590.

This seminar provides students structured learning opportunities that emphasize the integration of knowledge acquired in foundation courses; expand knowledge beyond the scope of their practicum setting; and examine the values and ethics of social work practice. The seminar also serves as an additional opportunity to examine evidence-based models of social work practice and selected social work practice theories and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons
who are subject to discrimination, economic deprivation, and oppression, including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. This course will focus on the Life Course Perspective when dealing with clients.

**SW 536 Social Service Program and Agency Administration**  
3 hours

Prerequisites: MSW concentration-year standing or permission of MSW program chair and instructor.

This course helps students develop social work knowledge and skills to critically and reflectively administer social service programs and agencies. The emphasis is on public and non-profit social services and practice with poor and underserved clients. Students learn about the social, psychological, historical, political, and economic factors that influence organizational development and change over time. The importance of valuing diversity and working respectfully with all of the agency’s stakeholders is stressed as is the importance of evaluating policy, practice, and program outcomes and choosing those with demonstrated effectiveness.

**SW 537 Forensic Social Work**  
3 hours

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

This course is designed to provide students with the knowledge and critical thinking skills necessary for specialized practice in the area of forensic social work. Forensic social work has been defined by the National Association of Forensic Social Workers as “the application of social work to questions and issues relating to law and legal systems, both criminal and civil.” Course content will focus on evidenced-based models of intervention within a forensic setting. This course will help students to develop critical and reflective thinking skills. Course content will also focus on valuing diversity and serving the poor and underserved within a forensic setting.

**SW 540 Social Work Practice with Individuals and Families**  
3 hours

Prerequisites: Admission into the MSW program and completed or concurrent enrollment in SW 510.

This course is one of three social work practice courses offered in the professional foundation. The course provides content in the theoretical and conceptual skill bases underlying social work practice with individuals and families. The course presents a historical view of social work practice with an overview of the values and ethics that characterize the profession. The course provides experiential learning activities for
students to demonstrate practice competencies. This course emphasizes the MSW themes of critical and reflective thinking skills and social work practice with diverse populations.

**SW 541 Social Work Practice with Groups**

Prerequisites: Admission into the MSW program and completed or concurrent enrollment in SW 510.

Social Work Practice with Groups is one course in a series of practice courses offered in the professional foundation. It provides a framework for systematic study of components and issues involved in the practice of social work with groups. The course examines the processes involved in group formation as well as ongoing processes of assessment, intervention, and evaluation. The course provides experiential learning activities for students to demonstrate practice competencies with groups. This course stresses the use of critical and reflective thinking skills as a basis for competent, evidence-based, social work practice with diverse groups. It emphasizes valuing human diversity as an underlying social work value that leads to culturally competent practice with vulnerable and poor/underserved populations in group contexts.

**SW 542 Social Work Practice with Communities and Organizations**

Prerequisites: Admission to the MSW program and completed or concurrent enrollment in SW 510.

This course is one of three required social work practice courses offered in the professional foundation. This course is designed to help students understand communities and organizations and the knowledge bases of social work practice for intervention at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations, which often serve as an immediate context for community practice. The course provides experiential learning activities for students to demonstrate practice competencies. It emphasizes understanding and appreciation of human diversity as an underlying social work value that leads to best practice with the poor and underserved, vulnerable populations in community settings.

**SW 549 Crisis Intervention**

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

The purpose of this course is to introduce the student to the theoretical formulations of crisis theory. The student will learn to assess, intervene, and evaluate the outcomes of crisis intervention with individuals and families as well as larger systems, in a variety of crisis situations. The student will also examine selected research findings regarding the efficacy of crisis intervention for social work practice. Attention is given to the effect of crisis on vulnerable and diverse populations and how this theory exemplifies the values.
and ethics of the profession. MSW program themes of Life Course Perspective, evidence-based practice, and critical and reflective thinking, are emphasized in this course.

**SW 557  Selected Topics in Social Work Practice**  
1-3 hours

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

This course provides an opportunity for students to explore a topic of particular interest in social work not offered under the current selection of courses.

**SW 559  Pediatric Pulmonary Care: An Interdisciplinary Approach**  
3 hours

Prerequisites: Enrollment in MSW program and acceptance as a pediatric pulmonary trainee or permission of MSW program chair and instructor.

This course helps to prepare students for effective practice with children undergoing pulmonary care. The course is designed for those students accepted as trainees in the Pediatric Pulmonary program at the University of Alabama at Birmingham.

**SW 564  Models and Methods of Social Work Practice with Children and Adolescents in Mental Health**  
3 hours

Prerequisites: MSW concentration-year standing or permission or MSW program chair and instructor.

Building on foundation practice courses, this course emphasizes evidence-based practice models and methods of intervention for effective social work practice with children, adolescents, and their families experiencing mental health problems. Content focuses on promoting positive mental health and delivering bio-psychosocial intervention and rehabilitation services. Topics include intervention with common mental health problems of children and adolescents, such as learning disorders, ADHD, conduct disorder, anxiety, substance abuse, depression, and suicide prevention. A major focus is on culturally and gender appropriate interventions and on serving low-income families and those that have experienced social and economic injustice.
SW 565 Models and Methods of Social Work Practice in Child Welfare and Family Services  

Prerequisites: MSW concentration-year standing or permission of MSW program chair and instructor.

Building on foundation practice courses, this course emphasizes evidence-based practice models and methods of intervention for effective social work practice in child welfare and family services settings. Content focuses on preventive and remedial services to promote safe and nurturing environments for children, adolescents, and their families. Topics include family preservation; foster care and adoption; juvenile delinquency; prevention and reduction of violence and substance abuse within families; and effective interdisciplinary team functioning. The course emphasizes culturally and gender appropriate interventions and serving low-income families and those that have experienced social and economic injustice.

SW 570 Research-Informed Practice  

Prerequisites: Admission to MSW program or permission of MSW program chair and instructor.

This is the first course in a two-course sequence that is designed to enable students to engage in research-informed practice. This first course focuses on providing the background and experiences necessary for students to be able to develop practice-focused research questions, to identify and evaluate relevant research literature, and to form preliminary answers to their research questions. The MSW themes of evidence-based practice and critical thinking are emphasized in this course.

SW 577 Components of Human Development and Social Systems  

Prerequisites: Admission to MSW advanced-standing program or permission of MSW program chair and instructor.

This course is required of advanced-standing students in the summer term prior to their admission to concentration year graduate status. Based on the assumption that students have been exposed to human behavior in the social environment concepts in their BSW programs of study, it provides a review of social work foundation content in the area of HBSE in order to provide uniformity of preparation for students in their concentration year. The course introduces students to the Life Course Perspective as an overarching conceptual framework which is combined with selected theories in order to understand human behavior across the life course. The Life Course Perspective emphasizes the ways in which people’s location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over the life span. Students will critically and reflectively examine the interplay of organizations and
communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities are influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors.

**SW 578  Social Welfare Policy and Delivery Systems**  
3 hours

**Prerequisites:** Admission to MSW advanced-standing program or permission of MSW program chair and instructor.

This course is required of advanced-standing students in the summer term prior to their admission to concentration year graduate status. Its general purposes are to provide uniformity of preparation in the policy area for all students in their concentration year. It provides a review of social work foundation content in the area of social welfare policy and services, including the history of services to the poor and underserved, the history, mission, and philosophy of the social work profession and its efforts to alleviate poverty and gaps in service, and current policies and services that address poverty and service delivery.

**SW 579  Components of Social Work Practice**  
3 hours

**Prerequisites:** Admission to advanced standing in social work.

The course provides theoretical and conceptual skills bases underlying social work practice. The course provides experiential learning activities for students to demonstrate practice knowledge and skills with systems of all sizes. This course explores the impact of poverty, oppression, and discrimination on the life course of vulnerable populations. This course emphasizes the use of critical and reflective thinking skills as a basis for culturally competent, evidence-based, social work practice with diverse populations across the life course.

**SW 580  Aging in a Social Context**  
3 hours

**Prerequisites:** Admission to MSW program or permission of MSW program chair and instructor.

This course provides students with knowledge about the elderly in a social context. The field of gerontology is introduced, and an overview is provided regarding the demography of aging, theoretical perspectives on social aging, physiological and psychological aging, economic and political aspects of aging, and issues confronting the elderly population. Attention is given to issues concerning elderly people of color, elderly men and women, and other elderly people who experience discrimination and oppression.
Students will learn about selected policies, programs, and services that target older persons and their families.

**SW 585  Geriatric Care Management**  
3 hours

**Prerequisites:** MSW concentration-year standing or permission of MSW program chair or instructor.

The primary purpose of this course is to provide social workers interested in geriatric care management with the skills and knowledge needed to help prepare and empower family members in meeting the long term care needs of older adults and people with disabilities. The instructor for this course will offer evidenced based information about how to conduct a care giving assessment and intervention with special attention to the complexities of the current long term care industry in the U.S. and to the many resources available to help care givers at the local and national level. This course provides specialized, yet practical information designed to help families successfully meet the challenges of filial responsibility and other forms of care giving associated with disability. The specific tasks of care giving are organized into four categories: medical; legal-insurance-financial; family-social; and spiritual-emotional. Each task reflects a real life challenge that potentially comprises an important aspect of a care recipient’s long term care plan. The model of care giving used in this course underscores the importance of timely professional consultation and the supreme value of proactive preparation that values and honors the preferences of aging parents and family members with disabilities.

**SW 589  Social Work Practice in End-of-Life Care**  
3 hours

**Prerequisites:** MSW concentration-year standing or permission of MSW program chair and instructor.

This course provides students with an understanding of the practical and emotional aspects of providing social work services to people who are dying and their families. Foundation knowledge of the field of end-of-life care including medical, ethical, and legal aspects of providing care to dying individuals and their families will be provided. Also advanced knowledge of assessment and intervention techniques that can be utilized in work with dying individuals, families and friends, and health care professionals as they grieve losses due to death will be provided. The MSW program themes of Life Course Perspective, critical and reflective thinking, evidence-based practice, valuing diversity, and services to the poor and underserved will all be reflected in this course with respect to end-of-life care.
SW 590 Field Education I  
9 hours

Prerequisites: SW 500, SW 510, and SW 540. Pre-requisite or Co-requisite: SW 511, SW 541, SW 542, and SW 570. Co-requisite: SW 534.

Building on a liberal arts background, Field Education I offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.

SW 595 Field Education II – Social Work Practice with Adults and Their Families  
9 hours


This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with adults and their families.

SW 595 Field Education II – Social Work Practice with Adults and Their Families/ PAA  
9 hours

Prerequisites: Successful completion of the professional foundation. Successful completion of first semester concentration courses. SW 506 and SW 536 are prerequisites or co requisites of this course. Co-requisite: If taken in Washington, D.C.: SW 501.

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with adults and their families. Further, this course provides the opportunity for students to enhance their practice skills in planning and management as it relates to adults and their families.

SW 595 Field Education II: Services to Children, Adolescents, and Families  
9 hours


This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and
skills that are necessary for social work practice with children and adolescents and their families.

**SW 595: Field Education II  Social Work Practice with Children, Adolescents, and Families / PAA**  
9 hours

**Prerequisites:** Successful completion of the professional foundation. Successful completion of first semester concentration courses. SW 506 and SW 536 are prerequisites or co requisites of this course. Co-requisite: If taken in Washington, D.C.: SW 501.

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills that are necessary for social work practice with children and adolescents and their families. Further, this course provides the opportunity for students to enhance their practice skills in planning and management as it relates to children, adolescents and their families.
APPENDIX C

MSW/MPH Dual Enrollment Degree
### COURSE PLANNING AND CURRICULUM CHECKLIST

University of Alabama, School of Social Work  
University of Alabama at Birmingham, School of Public Health, Dept. of Health Care  
Organization and Policy, Concentration in Maternal and Child Health  

**MSW/MPH Dual Degree Program (Advanced Standing MSW Program)**

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#### LOCATION/ SCHOOL | COURSE NUMBER & NAME | Shared Hours | Credit Hours |
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#### SUMMER SEMESTER #1 | | | |
| UA/SSW | SW Elective** | 3 | |
| UA/SSW | SW Elective** | 3 | |
| UAB/SOPH | HCO 619 Social Work in Public Health | 3 | |
| UAB/SOPH | GRD 727 Writing Reviewing Research | 3 | |
| **12 Total Credit Hours Per School** | **6** | **6** | |

#### FALL SEMESTER #1 | | | |
| UA/SSW | SW 532 Models & Methods with Adults in Mental Health or SW 564 Models & Methods with Children and Adolescents in Mental Health | 3 | |
| UA/SSW | SW 533 Models & Methods of Gerontological Social Work or SW 565 Models & Methods of Child Welfare and Family Services (Equivalent towards PH Elective) | 3* | |
| UAB/SOPH | HCO 600 Introduction to Public Health | 3 | |
| UAB/SOPH | BST 611 Intermediate Statistical Analysis I | 3 | |
| UAB/SOPH | ENH 600 Fundamentals of Environmental Health | 3 | |
| UAB/SOPH | HCO 605 Fundamentals of MCH I: Issues, Programs and Policies* (Equivalent to SW 501 Advanced Policy Analysis) | *3* | |
| **19 Total Credit Hours** | **6** | **12** | |
| *** Shared hours** | **3** | **3** | |

*Equivalency Course  
**Students can also take SW elective courses in the Spring #1 Semester and/or the UA May Interim Semester.
## COURSE PLANNING AND CURRICULUM CHECKLIST CON'T

MSW/MPH Dual Degree Program (Advanced Standing MSW Program)

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16 Total Credit Hours
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15 Total Credit Hours
*Shared hours

12

### Total Credit Hours Earned for Each Degree

**Total Credit Hours Earned for MSW**: 42

**Total Credit Hours Earned for MPH**: 43

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*Equivalency Course

**Students can also take SW elective courses in the Spring #1 Semester and/or the UA May Interim Semester.
# COURSE PLANNING AND CURRICULUM CHECKLIST

University of Alabama, School of Social Work  
University of Alabama at Birmingham, School of Public Health, Dept. of Health Care Organization and Policy, Concentration in Maternal and Child Health Policy and Leadership

**MSW/MPH Dual Online Degree Program (Two-Year DL MSW Program)**

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<tr>
<td><strong>Total Credit Hours Per School</strong></td>
<td></td>
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</tr>
<tr>
<td>* shared hours</td>
<td></td>
<td></td>
<td>3</td>
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</tbody>
</table>

<p>| <strong>FALL SEMESTER #1</strong> | | | |
| UA/MSW | SW 511 Human Behavior and Social Environments II | | 2 |
| UA/MSW | SW 520 Research methods for Social Work Practice | | 3 |
| UA/MSW | SW 541 Social Work Practice with Groups | | 3 |
| UAB/MPH | HCO 600 Introduction to Public Health* (Equivalent to SW Elective) | * | 3* |
| UAB/MPH | EPI 600 Introduction to Epidemiology* (Equivalent to SW Elective) | * | 3* |
| <strong>Total Credit Hours Per School</strong> | | | 8 6 |
| * shared hours | | | 6 |
| <strong>SPRING SEMESTER #1</strong> | | | |
| UA/MSW | SW 534 Integrative Seminar | | 1 |</p>
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<thead>
<tr>
<th></th>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>UA/MSW</td>
<td>SW 542 SW Practice with Communities</td>
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<td>UA/MSW</td>
<td>SW 590 Field Education I (500 Clock Hours)</td>
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<td><strong>Total Per School</strong></td>
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### COURSE PLANNING AND CURRICULUM CHECKLIST CON’T

MSW/MPH Dual Online Degree Program (Two-Year DL MSW Program)

#### Summer SEMESTER #2

<table>
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<tr>
<th>Institution</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>UAB/MPH</td>
<td>HCO 619 Social Work in Public Health</td>
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<td>HCO 612 Strategic Management in Public Health* (Equivalent to SW Elective)</td>
<td>* 3</td>
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<tr>
<td>UAB/MPH</td>
<td>GRD 727 Writing Reviewing Research</td>
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**Total Credit Hours Per School**: 9

* shared hours 3

<table>
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<th>Institution</th>
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<tbody>
<tr>
<td>UA/MSW</td>
<td>MSW 564 Models &amp; Methods with Children and Adolescents in Mental Health</td>
<td>3</td>
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<td>UA/MSW</td>
<td>MSW 565 Models &amp; Methods of Child Welfare and Family Services</td>
<td>3</td>
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<tr>
<td>UAB/MPH</td>
<td>HCO 605 Fundamentals of MCH I: Issues, Programs and Policies* (Equivalent to SW 501 Advanced Policy Analysis)</td>
<td>* 3*</td>
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<tr>
<td>UAB/MPH</td>
<td>BST 611 Intermediate Statistical Analysis I</td>
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</table>

**Total Credit Hours Per School**: 6 6

* shared hours 3

#### SPRING SEMESTER #2

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<th>Course Title</th>
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<td>BST 612 Intermediate Statistical Analysis II</td>
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<td>UAB/MPH</td>
<td>ENH 600 Fundamentals of Environmental Health</td>
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<td>UAB/MPH</td>
<td>HB 600 Social and Behavioral Sciences Core</td>
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<tr>
<td>UAB/MPH</td>
<td>HCO 606 Fundamentals of MCH II: Research Methods, Needs Assessment and Program Planning* (Equivalent to SW 525 Evaluation Research)</td>
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<td>HCO 601 Health Economics</td>
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<td>PUH 695 Integrative Experience</td>
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**Total Credit Hours Per School**: 16

* shared hours 3

#### SUMMER SEMESTER #2

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<td>SW 595 Field II 500 clock hours total (500 for MSW and 240 for MPH)</td>
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**Total Per School**: 9 3

**Total Credit Hours Earned for Each Degree**: 12
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<tr>
<td>40 hrs + *3 MSW credit hrs</td>
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**Student Signature:**

**Date:**

**Advisor Signature:**

**Date:**
### MSW/MPH Dual Degree Program (Two-Year MSW Program)

**Name:**

**Student ID:**

**Address:**

**UA Advisor:**

**Phone:**

**UAB Advisor:**

**Email:**

**SW Concentration:**

<table>
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<td>UA/SSW</td>
<td>SW 540 Social Work Practice with Individuals and Families</td>
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<td>UA/SSW</td>
<td>SW 541 Social Work Practice with Groups</td>
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<tr>
<td>UA/SSW</td>
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<td>UA/SSW</td>
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<td>UA/SSW</td>
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<td>UA/SSW</td>
<td>SW 590 Field Education I (500 Clock Hours)</td>
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<tr>
<td>UAB/SOPH</td>
<td>HCO 619 Social Work in Public Health</td>
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<td>UAB/SOPH</td>
<td>GRD 727: Writing Reviewing Research</td>
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<tr>
<td>UA/SSW</td>
<td>SW 532 Models &amp; Methods with Adults in Mental Health or SW 564 Models &amp; Methods with Children and Adolescents in Mental Health</td>
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<td>LOCATION</td>
<td>COURSE NUMBER &amp; NAME</td>
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<td>-----------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>UAB/SOPH</td>
<td>HCO 600 Introduction to Public Health*</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>(Equivalent to SW Elective)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>UAB/SOPH</td>
<td>BST 611 Intermediate Statistical Analysis I</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>UAB/SOPH</td>
<td>EPI 600 Introduction to Epidemiology*</td>
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<td>3</td>
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<td>(Equivalent to SW Elective)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>UAB/SOPH</td>
<td>HCO 605 Fundamentals of MCH I: Issues, Programs and Policies*</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>(Equivalent to SW 501 Advanced Policy Analysis)</td>
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<td><strong>Total Credit Hours (UA/SSW = 6 &amp; UAB/SOPH = 12)</strong></td>
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**COURSE PLANNING AND CURRICULUM CHECKLIST CON’T**

MSW/MPH Dual Degree Program (Two-Year MSW Program)

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<tr>
<th>LOCATION</th>
<th>COURSE NUMBER &amp; NAME</th>
<th>TERM/ YEAR TAKEN</th>
<th>CREDIT HOURS</th>
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<td><strong>SPRING SEMESTER #2</strong></td>
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<td>UAB/SOPH</td>
<td>ENH 600 Fundamentals of Environmental Health</td>
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<td>UAB/SOPH</td>
<td>BST 612 Intermediate Statistical Analysis II</td>
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<tr>
<td>UAB/SOPH</td>
<td>HB 600 Social and Behavioral Sciences Core</td>
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<tr>
<td>UAB/SOPH</td>
<td>HCO 606 Fundamentals of MCH II: Research Methods, Needs</td>
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<td>3</td>
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<tr>
<td></td>
<td>Assessment and Program Planning* (Equivalent to SW 525</td>
<td></td>
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<tr>
<td></td>
<td>Evaluation Research)</td>
<td></td>
<td></td>
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<tr>
<td>UAB/SOPH</td>
<td>HCO 601 Health Economics</td>
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<tr>
<td>UAB/SOPH</td>
<td>PUH 695 Integrative Experience</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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<td>UA/SSW</td>
<td>SW 595 Field II</td>
<td>500 clock hours</td>
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<td>(500 for MSW and 240 for MPH)</td>
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<td>UAB/SOPH</td>
<td>HCO 697 Internship</td>
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<td>UAB/SOPH</td>
<td>HCO 612 Strategic Management *</td>
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<tr>
<td><strong>Total Credit Hours</strong></td>
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<td></td>
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</tbody>
</table>

**Total Credit Hours Earned for Each Degree**

|                  | Total Credit Hours Earned for MSW | 60 |
|                  | Total Credit Hours Earned for MPH  | 43 |

Student Signature: Date: 

Advisor Signature: Date:
APPENDIX D

MSW/JD Dual Enrollment Degrees

A. APPLICATION and ADMISSION

Before being classified as a dual degree student, applicants must be accepted, separately, into each program. Students may apply to one program after having begun work in the other, however, the course work and the credit hours in the first program will not apply to the second. Individuals who wish to earn a dual degree should seek advice in both the School of Social Work and the Law School before applying.

A student who withdraws from one program or the other after having been accepted as a dual degree student is required to complete the full program requirements of the remaining program before graduation. Withdrawal from the dual degree program renders the joint agreement null and void.

B. SCHOLASTIC REQUIREMENTS

Prerequisites: All current prerequisites and admission requirements for the dual-enrollment program are exactly those currently established for the MSW program separately and the JD program separately, as follows.

Admission to the existing Advanced-Standing MSW Program (42-credit-hour program) requires an earned bachelor of social work degree (BSW) from a program accredited by the Council on Social Work Education (CSWE). The following grade conditions also apply.

- A –B” average or better in professional foundation courses
- Grades of –B” or better in field education courses
- No more than one –C” in professional social work courses.

Unconditional admission to the 60-credit-hour MSW Program requires a GPA of at least 3.0 overall (on a 4.0 scale) or 3.0 for the final 60 semester hours of course work in a degree program. An MAT or GRE score is not required for these applicants.

International students must score at least 550 on the paper-based TOEFL or 79 on the Internet-based TOEFL or 6.5 on JELTS or 59 on PTE.

Conditional admission is possible for applicants who have an overall GPA of at least 2.5 (on a 4.0 scale) overall and either an MAT score at the 50th percentile (or above) or a GRE score of at least 300 (for combined quantitative and verbal sections).
In addition, every MSW applicant is required to submit the following: a statement of purpose; a diversity essay; a resume; a transcript; and three recommendation forms or letters. Full details regarding admissions materials are available on the MSW website. The MSW admissions committee makes recommendations to the graduate school regarding each completed application.

Admission to the JD Program is based on a number of criteria, including but not limited to, LSAT score, GPA, transcript review, personal statements, work experience, and leadership experience. Interested students should contact the Law School for information.

**C. DUAL-DEGREE COMPLETION REQUIREMENTS**

Students in the dual-enrollment MSW/JD program must complete all the required MSW courses necessary for the degree; they may complete their elective requirements (currently 9 credit hours) in the Law School.

LAW electives approved to count toward the MSW:

<table>
<thead>
<tr>
<th>LAW 606 Housing Law</th>
<th>LAW 695 Elder Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 607 Disability Law</td>
<td>LAW 718 Biomedical Ethics</td>
</tr>
<tr>
<td>LAW 635 Children’s Rights</td>
<td>LAW 756 Family Law II</td>
</tr>
<tr>
<td>LAW 654 Special Aspects of Family Law</td>
<td>LAW 769 Poverty Law</td>
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<tr>
<td>LAW 655 Immigration Law and Policy</td>
<td>LAW 791 Juvenile Law</td>
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<tr>
<td>LAW 674 Family Law I</td>
<td>LAW 821 Public Interest Lawyering</td>
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<tr>
<td>LAW 683 Administration Law</td>
<td>LAW 834 Mental Health Law</td>
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</tbody>
</table>

The JD program currently requires at least 90 hours of course work, of which 6 hours may be fulfilled with approved courses offered outside the Law School. The JD is a cohort-based program completed over 3–4 years. Dually enrolled MSW/JD students are required to complete 9 hours of MSW courses as part of the 90 hours constituting study for the JD. The following MSW courses will count toward the JD, contingent upon the student having first completed a year of the JD program. MSW courses taken before that year will not count toward the JD degree. Courses taken in an online or primarily online format will not count toward the JD degree.

MSW courses approved to count toward the JD:

| SW 500 Social Welfare Policy: History, Problem, and Analysis; or |
| SW 501 Social Welfare Policy: Advanced Policy Analysis |
| SW 532 Models and Methods of Social Work Practice with Adults in Mental Health; or |
| SW 533 Models and Methods of Gerontological Social Work Practice; |
| SW 564 Models and Methods of Social Work Practice with Children and Adolescents in Mental Health; or |
| SW 565 Models and Methods of Social Work Practice in Child Welfare and Family Services |
The dual-enrollment program requires 114 credit hours for students admitted as MSW advanced standing students and 132 credit hours for students admitted as 60-credit-hour MSW students.

**D. TRANSFER OF CREDIT**

UA’s MSW Program and JD Program observe all current rules governing transfer of academic credit, as outlined in the Graduate School Catalog and the Law Student Handbook. In the dual-enrollment program, transfer of credit for the required social work courses is allowed, subject to current policies of the Graduate School and School of Social Work.

**E. COURSE OF STUDY**

Students in the dual MSW/JD degree program follow the first year curriculum prescribed by the Law School (see below). The dual degree program effectively begins after the first year of the JD curriculum is complete. Dual MSW/JD students work with advisors from both programs prior to their third semester to assure an appropriate plan of study is developed and progress is made to satisfy the requirements of both degrees.

**MSW/JD Degree Curriculum (60-Credit-Hour MSW Program)**

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<td>LAW 608 Civil Procedure</td>
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<td>LAW 610 Legal Writing I</td>
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<tr>
<td>LAW 600 Contracts I</td>
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<table>
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<td>LAW 642 Evidence</td>
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<td>LAW 601 Property</td>
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<td>LAW 648 Legal Writing II</td>
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<td>LAW 609 Constitutional Law</td>
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<td>LAW 605 Contract II</td>
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Second Year, Fall Semester

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<td>SW 500 Social Welfare Policy: History, Problems, Programs, and Analysis*</td>
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<td>SW 510 Human Behavior and Social Environments I</td>
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<td>SW 540 Social Work Practice with Individuals and Families</td>
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Second Year, Spring Semester

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<td>SW 570 Research-Informed Practice</td>
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<td>SW 534 Integrative Seminar</td>
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<td>SW 590 Field Education I</td>
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Third Year, Fall Semester

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<td>SW concentration course (SW 532, 533, 564, or 565)</td>
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Third Year, Spring Semester

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Fourth Year, Fall Semester

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Fourth Year, Spring Semester

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<th>Course</th>
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Fifth Year, Fall Semester

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**MSW/JD Degree Curriculum (Advanced-Standing Summer MSW Program)**

**First Year, Fall Semester**

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<tr>
<th>Course</th>
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<tbody>
<tr>
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<td>LAW 602 Torts</td>
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<td>SW 577 Components of Human Development &amp; Social System</td>
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F. COMPREHENSIVE EXAMINATIONS/CAPSTONE EXPERIENCES

For MSW students, the required field education practicum is the Capstone experience. At the conclusion of their studies, all MSW students complete one required field education practicum. An additional field education practicum is required of students in the 60-credit-hour MSW Program, to be taken after they complete 15 credit hours of MSW prerequisites. In each field education practicum required, an MSW student must demonstrate successful integration and application of the knowledge, skills, and values learned both in class and from the practicum instructor, employing these as he or she delivers social services in a practice situation. A formal evaluation of the MSW student’s performance serves as the final evaluation in each field education practicum.

The JD program has no mandatory exam or Capstone experience.

Note:  *SW courses approved to count toward the JD  
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**G. TIME LIMIT**

Per Graduate School regulations and ABA Standards, students in the dual-enrollment program are allowed no more than 6 years, from the time of matriculation, to complete all requirements for the dual degrees.

**H. BOTH DEGREES CONFERRED IN SAME COMMENCEMENT**

Both degrees are conferred during a single commencement exercise, once all degree requirements have been met. Neither degree will be granted until both degrees are earned, except in cases in which a student formally withdraws from the dual-enrollment program.

**I. DISCONTINUATION IN ONE OF THE DEGREES**

If a student enrolled in the dual-enrollment program were to discontinue dual enrollment and continue seeking only one degree (MSW or JD), full requirements of that degree would have to be fulfilled in order for the student to graduate.
THE UNIVERSITY OF ALABAMA
SCHOOL OF SOCIAL WORK

MSW NON-SOCIAL-WORK ELECTIVE APPROVAL FORM

This form must be used to document advisor approval of electives offered by any UA division other than Social Work.

Return this completed and signed form to the Social Work Registrar.

Student’s Name:__________________________________________

Student’s CWID:_________________ Student’s Email____________________

Course Number:_______________________

Course Name:_______________________________________________________________

Course description (from current UA Graduate Catalog):

Why is this course justified as a component of the student’s program of study? (Use reverse side of this page for additional space, if necessary.)

Approved:

______________________________________
(Print Advisor’s Name)

______________________________________
(Advisor’s Signature)

____________________________
Date
THE UNIVERSITY OF ALABAMA
SCHOOL OF SOCIAL WORK

REQUEST FOR INDEPENDENT STUDY

Semester_________________ 20_____  

_____ SW 553 Independent Study

School in which student is enrolled ____________________________________________

Student’s Name _________________________ Student # ____________________________

Student’s Address _____________________________________________________________

_________________________________________     ________________       ________
City                                          State                      Zip Code

Student’s CWID___________________________________

Student’s E-mail __________________________________________________________________

Student’s Telephone # __________________

Date submitted for approval________________________

Signatures:

Student __________________________________________

Advisor ___________________________________________ Date _______________________

Supervising Instructor_________________________ Date _______________________

Program Chair___________________________________ Date _______________________

Assistant Dean ________________________________ Date _______________________

INSTRUCTIONS FOR DEVELOPING A REQUEST FOR INDEPENDENT STUDY ARE ON 
THE REVERSE OF THIS FORM.
Independent Study Policy

MSW students may complete no more than one Independent Study during their MSW program. The option of an Independent Study is available to allow students to enhance their capacity in independent investigation and learning under the supervision of an instructor with expertise in the area of study. However, there must be a compelling academic necessity that justifies an Independent Study. Students who request approval for an Independent Study must do so with a well-defined plan that is consistent with the requirements of the MSW program, and there must be evidence of a level of effort that is consistent with regularly offered courses. It is normally expected that a request for Independent Study will not substantially cover content and/or material that is covered in regular courses in the curriculum.

A proposal for Independent Study must be focused on a specific area of inquiry and include the following:

1. Specific goals and objectives;
2. Rationale for the project, including how it supports the requirements of the MSW program learning activities;
3. Discussion of the methodology to be followed;
4. Bibliography of primary sources to be used; and
5. Procedures for monitoring and evaluation.

Requests for completing an Independent Study project should be completed, including all approvals, at the time of registration for the semester or term in which the project is to be completed. The adding of Independent Study after the semester has begun is not permitted. Independent Study may be dropped in accordance with The University of Alabama policy.

The student is responsible for initiating a request for Independent Study with the concurrence of his/her advisor. The Request for Independent Study form must be completed by the student and the supervising instructor and submitted to the MSW Program Chair for approval. Final approval of the request is made by the Assistant Dean. Signatures should be obtained in the order listed on the form.
APPENDIX F
COUNCIL ON SOCIAL WORK EDUCATION
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS
Educational Policy and Accreditation Standards

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work’s purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate, master’s, and doctoral levels—shapes the profession’s future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community.

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. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards (in italics) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master’s (M) level.
1. Program Mission and Goals

Educational Policy 1.0—Program Mission and Goals
The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).

Educational Policy 1.1—Values
Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.

Educational Policy 1.2—Program Context
Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.

Accreditation Standard 1.0—Mission and Goals
The social work program’s mission and goals reflect the profession’s purpose and values and the program’s context.
1.0.1 The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.
1.0.2 The program identifies its goals and demonstrates how they are derived from the program’s mission.

2. Explicit Curriculum

Educational Policy 2.0—The Social Work Curriculum and Professional Practice

The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.1—Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

• recognize and manage personal values in a way that allows professional values to guide practice;
• make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics\(^2\) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;\(^3\)
• tolerate ambiguity in resolving ethical conflicts; and
• apply strategies of ethical reasoning to arrive at principled decisions.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
• analyze models of assessment, prevention, intervention, and evaluation; and
• demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple


factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.**

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers

- analyze, formulate, and advocate for policies that advance social well-being; and
- collaborate with colleagues and clients for effective policy action.

**Educational Policy 2.1.9—Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes
identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Educational Policy 2.1.10(a)—Engagement**
Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

**Educational Policy 2.1.10(b)—Assessment**
Social workers
- collect, organize, and interpret client data;
- assess client strengths and limitations;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

**Educational Policy 2.1.10(c)—Intervention**
Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

**Educational Policy 2.1.10(d)—Evaluation**
Social workers critically analyze, monitor, and evaluate interventions.

**Educational Policy B2.2—Generalist Practice**
Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods
in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.

Educational Policy M2.2—Advanced Practice

Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.

Educational Policy 2.3—Signature Pedagogy: Field Education

Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

Accreditation Standard B2.0—Curriculum

The 10 core competencies are used to design the professional curriculum. The program

B2.0.1 Discusses how its mission and goals are consistent with generalist practice as defined in EP B2.2.
B2.0.2 Identifies its competencies consistent with EP 2.1 through 2.1.10(d).
B2.0.3 Provides an operational definition for each of its competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d)].
B2.0.4 Provides a rationale for its formal curriculum design demonstrating how it is used to develop a

coherent and integrated curriculum for both classroom and field (EP 2.0).

**B2.0.5** Describes and explains how its curriculum content (knowledge, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard M2.0—Curriculum**
The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration. The program

**M2.0.1** Identifies its concentration(s) (EP M2.2).

**M2.0.2** Discusses how its mission and goals are consistent with advanced practice (EP M2.2).

**M2.0.3** Identifies its program competencies consistent with EP 2.1 through 2.1.10(d) and EP M2.2.

**M2.0.4** Provides an operational definition for each of the competencies used in its curriculum design and its assessment [EP 2.1 through 2.1.10(d); EP M2.2].

**M2.0.5** Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).

**M2.0.6** Describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

**Accreditation Standard 2.1—Field Education**
The program discusses how its field education program

**2.1.1** Connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

**B2.1.2** Provides generalist practice opportunities for students to demonstrate the core competencies.

**M2.1.2** Provides advanced practice opportunities for students to demonstrate the program’s competencies.

**2.1.3** Provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

**2.1.4** Admits only those students who have met the program’s specified criteria for field education.

**2.1.5** Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

**2.1.6** Specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.

**2.1.7** Provides orientation, field instruction training, and continuing dialog with field education settings
and field instructors.

2.1.8 Develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.

3. Implicit Curriculum

Educational Policy 3.0—Implicit Curriculum: The Learning Environment
The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program’s commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program’s graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.5

Educational Policy 3.1—Diversity
The program’s commitment to diversity—including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation—is reflected in its learning environment (institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body).

Accreditation Standard 3.1—Diversity

3.1.1 The program describes the specific and continuous efforts it makes to provide a learning

environment in which respect for all persons and understanding of diversity and difference are practiced.

3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.

3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.2—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. To promote the social work education continuum, BSW graduates admitted to MSW programs are presented with an articulated pathway toward a concentration. Student participation in formulating and modifying policies affecting academic and student affairs are important for the student’s professional development.

Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

B3.2.1 The program identifies the criteria it uses for admission.

M3.2.1 The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

3.2.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

M3.2.3 BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

3.2.4 The program describes its policies and procedures concerning the transfer of credits.

3.2.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.
Advisement, retention, and termination

3.2.6 The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

3.2.7 The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.

3.2.8 The program submits its policies and procedures for terminating a student’s enrollment in the social work program for reasons of academic and professional performance.

Student participation

3.2.9 The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

3.2.10 The program demonstrates how it provides opportunities and encourages students to organize in their interests.

Educational Policy 3.3—Faculty

Faculty qualifications, including experience related to the program’s competencies, and an appropriate student-faculty ratio are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers.

Accreditation Standard 3.3—Faculty

3.3.1 The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

3.3.2 The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty's teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

B3.3.3 The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority and no fewer than two of the full-time faculty has either a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred, or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree preferably in social work.
M3.3.3 The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree preferably in social work.

3.3.4 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals.

3.3.5 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.

3.3.6 The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.4—Administrative Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.

Accreditation Standard 3.4—Administrative Structure

3.4.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

3.4.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.4.4 The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.

B3.4.4(a) The program describes the BSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program with a doctoral degree preferred or a baccalaureate degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.
B3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

B3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 25% assigned time is required at the baccalaureate level. The program demonstrates this time is sufficient.

M3.4.4(a) The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.

M3.4.4(b) The program provides documentation that the director has a full-time appointment to the social work program.

M3.4.4(c) The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.

3.4.5 The program identifies the field education director.

3.4.5(a) The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

3.4.5(b) The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of postbaccalaureate or postmaster’s social work degree practice experience.

3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.4.5(c) The program describes the procedures for determining the field director’s assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.
Educational Policy 3.5—Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to support learning and professionalization of students and program improvement.

Accreditation Standard 3.5—Resources
3.5.1 The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
3.5.2 The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.
3.5.3 The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.
3.5.4 The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.
3.5.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
3.5.6 The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

4. Assessment

Educational Policy 4.0—Assessment
Assessment is an integral component of competency-based education. To evaluate the extent to which the competencies have been met, a system of assessment is central to this model of education. Data from assessment continuously inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

Accreditation Standard 4.0—Assessment
4.0.1 The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS B2.0.3; AS M2.0.4).
4.0.2 The program provides evidence of ongoing data collection and analysis and discusses how it uses
assessment data to affirm and/or make changes in the explicit and implicit curriculum to enhance student performance.

4.0.3 The program identifies any changes in the explicit and implicit curriculum based on the analysis of the assessment data.

4.0.4 The program describes how it makes its constituencies aware of its assessment outcomes.

4.0.5 The program appends the summary data for each measure used to assess the attainment of each competency for at least one academic year prior to the submission of the self-study.