



THE UNIVERSITY OF ALABAMA
SCHOOL OF SOCIAL WORK

THE CAPSTONE OF HIGHER EDUCATION



BSW Program Handbook

2019-2020

Revised August 2019

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 BSW 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 director, the associate dean, or other appropriate individuals in the School of Social Work or The University of Alabama.

School of Social Work Mission Statement

The University of Alabama's School of Social Work prepares scholar-practitioners and researchers committed to ending adverse social conditions and promoting societal well-being through teaching, research and service.

Teaching: We provide students with a high-quality educational experience to prepare them to become tomorrow's global leaders in the social work field. Our innovative degree programs are designed to produce social workers for today's workforce.

Research: Our students and highly distinguished faculty researchers use innovation in the classroom and interdisciplinary, research-based knowledge to address social problems, transform lives and develop solutions that change our world for the better.

Service: We provide resources and leadership by partnering with individuals, families, groups, community agencies and organizations at all levels. Our goal is to improve the delivery of social services, with an emphasis on public social services.

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.

BSW Program Mission Statement

The BSW Program prepares practitioners committed to promoting social justice and improving the well-being of individuals, families, groups, and communities

BSW Program Goals

Graduates of the BSW program will be able to:

- Demonstrate skills in generalist social work practice informed by the best available evidence.
- Engage in culturally sensitive and culturally effective social work practice with diverse groups.
- Apply social work values and ethics.
- Advocate for vulnerable and oppressed populations.
- Create sustainable local and global change that improves societal wellbeing.

Cultural Diversity

The faculty adopted the following statement on December 11, 1991. 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:

- 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.
- 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 professions, and our community.
 - 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.

Information Self-Reliance

The School of Social Work is dedicated to preparing social work students 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 and electronic formats. These skills are essential to the competent practice of professional social work. 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).

Greetings from the BSW Program Director



Welcome to the Bachelor of Social Work program at The University of Alabama School of Social Work. A degree in social work provides the rare opportunity to learn valuable professional skills while improving the health and wellbeing of individuals, families, and communities. Our faculty, staff, and administrators provide students with rich learning experiences both in the classroom and in the field, while creating a friendly and supportive community within the larger university campus. Our rigorous academic program prepares graduates for generalist social work practice, graduate study, and any career that requires skills in critical thinking, problem-solving, communication, and inter-professional collaboration. The program emphasizes the value of diversity and the importance of promoting social and economic justice. Graduates of our program are prepared to assist people of all ages, from all walks of life, in a variety of settings.

We offer many resources to help our students as they navigate through the BSW Program of study. In this handbook, you will find information regarding requirements for admission to the professional program, graduation, and the social welfare minor. As Director of the BSW Program, I am available to answer your questions during my office hours, by e-mail, by phone, or by appointment. Other members of the administration, faculty, and staff are available, as well, and you can find their contact information on pages 13 through 16.

I wish you all the best as you begin this exciting and challenging academic journey in pursuit of your BSW degree or your Social Welfare minor. Again, welcome to The University of Alabama School of Social Work.

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Purpose of the Handbook

This handbook has been designed to supplement *The University of Alabama 2019-2020 Undergraduate Catalog* with details about the BSW Program in the School of Social Work. It provides an overview of the policies governing the BSW Program and of the procedures for successful progress toward completion of a Bachelor's degree in Social Work at The University of Alabama. The faculty and staff of the UA School of Social Work provide education, leadership, mentoring, and guidance to assist students in obtaining the maximum possible benefit from their education. For additional advice and/or clarification of policies and procedures, students should consult their assigned academic advisor, student services office personnel, or the BSW Program Director. Please keep in mind that the responsibility for completion of requirements for an undergraduate degree in social work from The University of Alabama rests with the student.

The University of Alabama School of Social Work

The School of Social Work in the University Context

The University of Alabama

The University of Alabama, the state's oldest public university, is the senior comprehensive doctoral-level institution in Alabama. Established by constitutional provision with subsequent statutory mandates and authorizations, the University's purpose is to advance the intellectual and social condition of all the people of the state through quality programs of research, instruction, and service.

The University offers a wide array of continuing educational opportunities to adult and nontraditional students. UA recognizes the importance of educating students to live and work in a global community of increasingly interdependent countries. Additionally, UA's research and instructional programs form a base for extensive service activities. This extends the University's influence and continuing linkages with business, industry, and government beyond the bounds of the state as it assists developmental efforts at regional, national, and international levels.

The Baccalaureate Program in Social Work

The primary goal of the BSW Program is to prepare students for generalist social work practice. Graduates are prepared to assist people of all ages, from all walks of life, with all kinds of problems in a variety of settings. As generalist practitioners, graduates are prepared with skills to assist individuals, families, groups, organizations, and communities in achieving goals and solving problems. The BSW is the first practice degree. Graduates of the program are expected to work in beginning-level positions under the supervision of an experienced MSW practitioner. The BSW Program also prepares students for graduate study in social work and related fields.

Students can declare a major in social work when they are freshmen, sophomores, or juniors. To take 400-level practice courses, they must be accepted into the professional program. The Bachelor of Social Work degree is awarded to students who complete a minimum of 120 semester hours of course work as outlined in the BSW course requirements; achieve a "C" or better in all courses required by the School of Social Work, including two social work electives; and have a grade point

averages of at least 2.25 overall and 2.50 in social work courses. An internship is required during the senior year.

The UA School of Social Work offers a complete 18-credit-hour honors program. Students enrolled in this program will gain extensive knowledge and skills to assist individuals, families, groups, organizations, and communities in achieving goals and solving problems. In congruence with the social work profession, the honors social work curriculum emphasizes the value of diversity and the importance of the promotion of social and economic justice.

The School of Social Work also offers a minor in Social Welfare. Requirements for an undergraduate minor in Social Welfare include SW 100, SW 200, SW 351, and nine additional hours of social work courses. At least one of the additional courses must be at the 300 level or above. Students must also maintain a 2.0 overall GPA and a 2.0 resident GPA on all SW courses to earn the social welfare minor.

Graduate Programs in Social Work

The MSW program is designed to educate students for advanced practice and leadership roles. Typically, students complete a one-year sequence of professional foundation courses followed by a year in which they take courses in a specific content area. Students with a BSW from a CSWE-accredited program, however, are eligible to apply to the advanced-standing program, in which the foundation classes are completed in one full-time semester. Our MSW program is available on-campus in Tuscaloosa, as well as in a primarily online format with some face-to-face skills labs on Saturdays in several locations in Alabama. Graduate study at the doctoral level is designed for students who wish to focus on independent scholarship, originality, and competence in research. Doctoral students prepare for scholarly roles by advancing their knowledge and increasing their skills in theory building, research methods, and critical evaluation of social work policies and practice. See the *UA Graduate School Catalog*, the handbook for the program of interest, or the School of Social Work website (www.socialwork.ua.edu) for further information.

History of the University of Alabama School of Social Work

The University of Alabama, located in Tuscaloosa, Alabama, is a public coeducational institution that began admitting students in 1831. The School of Social Work was established in 1965 by the Alabama Legislature to address Alabama's critical shortage of and pressing need for professionally educated social workers. The School's first dean was appointed the following year. The School of Social Work currently offers the degrees of Bachelor of Social Work (BSW), Master of Social Work (MSW), and Doctor of Philosophy (PhD).

The bachelor's and master's programs of The University of Alabama School of Social Work are accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE). Accreditation standards established by CSWE guide the manner in which curriculum and other aspects of BSW and MSW programs are evaluated. These standards are described in the CSWE *Educational Policy and Accreditation Standards* (see Appendix A). Students are encouraged to be familiar with the accreditation process and the standards that guide social work educational programs.

BSW Program

The undergraduate program in social work admitted its first students in 1970. In 1975, the Council on Social Work Education began accrediting BSW programs and The University of Alabama's was accredited that year. The program's accreditation was reaffirmed in 1995 and 2011 for eight years each time, the maximum period for accreditation. Since 1971, the program has conferred over 1600 BSW degrees.

MSW Program

The Council on Social Work Education first accredited the MSW program in 1969, and master's degrees were first awarded at UA that same year. The program's accreditation was reaffirmed in 1995 and 2011 for the maximum period of eight years each time. Since 1979, the program has conferred nearly 3,300 MSW degrees. For additional information about the MSW program, please see the website: <http://socialwork.ua.edu/academics/msw-program/>.

PhD Program

The doctoral program began as a Doctor of Social Work (DSW) program in 1975 to prepare teachers and researchers for the social work profession. Over the years, recognizing the need for increased emphasis on research within the profession, the faculty substantially revised the program. It became a Doctor of Philosophy (PhD) program in 1992. It has conferred over 100 doctoral degrees since 1975. For additional information about the PhD program, please see the website: <http://socialwork.ua.edu/academics/phd-program/>.

School of Social Work Administrators and Staff

Lesley Reid, Dr., Professor and Interim Dean	1002-Little
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Shayla Smith, MSW, BSW Field Coordinator	2012-Little
Carrie Turner, MSW, MSW Field Coordinator.....	2011-Little
Kimberly Gibson, MSW Field Coordinator	2013-Little
John Gilmer, MA, Coordinator of Field Placements	2009-Little

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Academic Misconduct.....	Javonda Williams
Sexual Harassment Resource Person	Debra Nelson-Gardell
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The BSW Program

Goals and CSWE Core Competencies of the Undergraduate Program in Social Work

Goals of the BSW Program

Graduates of the BSW program will be able to:

1. Demonstrate skills in generalist social work practice informed by the best available evidence.
2. Engage in culturally sensitive and effective social work practice with diverse groups.
3. Apply social work values and ethics.
4. Advocate for vulnerable and oppressed populations.
5. Create sustainable local and global change that improves societal wellbeing.

CSWE Core Competencies

- 2.1.1 Demonstrate ethical and professional behavior
- 2.1.2 Engage diversity and difference in practice
- 2.1.3 Advance human rights and social, economic, and environmental justice
- 2.1.4 Engage in practice-informed research and research-informed practice
- 2.1.5 Engage in policy practice
- 2.1.6 Engage with individuals, families, groups, organizations, and communities
- 2.1.7 Assess individuals families, groups, organizations, and communities
- 2.1.8 Intervene with individuals, families, groups, organizations, and communities
- 2.1.9 Evaluate practice with individuals, families, groups, organizations, and communities

Program Competencies and Practice Behaviors

The following are the competencies and practice behaviors that guide the BSW curriculum, instruction and assessment. Details of the CSWE competencies and practice behaviors are located in Appendix A.

Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social

workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand 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 also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients.

Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice

Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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 understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of

relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Admissions Requirements

UA Requirements

Admission to any undergraduate division of the University requires acceptable evidence of previous academic performance and scores on a recognized admission test. A medical history, including proof of current measles vaccination (MMR) and TB screening, must be submitted prior to enrollment for classes. Medical examination forms will be provided by the University upon admission. Applications for admission are accepted as early as one year prior to the anticipated date of enrollment. Applicants for freshman admission must submit official copies of their high school transcripts and either ACT or SAT scores. Transfer applicants must submit official transcripts of all college-level work attempted. Currently, there is a \$40.00 nonrefundable application fee for freshman and transfer applications. Please see the *2019-2020 Undergraduate Catalog* or the website (www.socialwork.ua.edu) for additional information.

School of Social Work Requirements

Students accepted to The University of Alabama as freshmen may enter the School of Social Work as majors. The School accepts transfer credits according to University policy (see the catalog), but also requires students to meet the course requirements for the BSW degree. UA students who have grade point averages of 2.0 or higher for all college work may transfer from other divisions into the School of Social Work.

Residency

Questions regarding resident and nonresident status should be directed to the Office of Academic Records. The office is located in room 206 of the Student Services Center, Box 870134, Tuscaloosa, AL 35487-0134; (205) 348-4886.

The BSW Program Curriculum

Social Work majors spend much of their first two years completing general requirements and introductory social work courses. To be eligible for the professional courses in the program, they must be accepted into the professional program. The professional program includes courses in social welfare policy; human behavior in the social environment; practice with individuals, families, groups, organizations and communities; social work research; and field education and seminar. Students must also complete two social work electives.

Required Courses

A list of required courses, a course requirement sheet, a sample schedule, and a schedule planning form are provided in Appendix C. The sample schedule shows one way a student may complete his/her program of study. Students can also log into the DegreeWorks system through their MyBama accounts to complete an online academic plan.

The freshman and sophomore years are flexible, but flexibility decreases once the student enters the professional program. Students have flexibility regarding most of the courses they take as part of

their core university requirements—which courses they take and when they take them. Some courses, however, are prerequisites for the professional program, and the students’ advisors will help them plan an appropriate schedule. The courses in bold in Appendix C are especially important to take when advised because they are prerequisites for certain required courses.

Curriculum

Five basic components of the BSW Program prepare the student for practice as a generalist social worker:

1. Required liberal arts courses
2. Elective courses
3. Required social work courses
4. Elective social work courses
5. Supervised social work field education

Another way to look at the curriculum is to consider the *general studies requirements* (typically completed during the freshman and sophomore years) and the *professional course sequence* (completed in the junior and senior years). Most courses fall into these categories.

The following courses are required for the BSW degree and include University Core Curriculum requirements as well as the state's general education requirements.

Courses	Hours
Two of the following courses ¹	6
• <u>ANT 100</u> , <u>ANT 102</u> , <u>ANT 103</u> , <u>ANT 270</u> , <u>EC 110</u> , <u>EC 111</u> , <u>GY 105</u> , <u>GY 110</u> , <u>PSC 101</u> , <u>PSC 103</u> , or <u>PSC 211</u>	
Statistics (<u>BER 345</u> , <u>CJ 381</u> , PY 211, or <u>ST 260</u>)	3
<u>BSC 108</u> with lab or <u>BSC 109</u> with lab (N)	4
<u>COM 123</u> or COM 122 (H)	3
<u>EN 101</u> and <u>EN 102</u> , or <u>EN 101</u> and <u>EN 103</u> (FC)	6
<u>HY 101</u> or <u>HY 102</u> (HI) ²	3
<u>PY 101</u> (SB)	3
PY 358 or SW 415	3
<u>SOC 101</u> (SB)	3
<u>SOC 205</u> or PY 372	3
SW 101	3
<u>SW 100</u> or <u>SW 105</u> (honors)	3
<u>SW 200</u> or <u>SW 205</u> (honors)	3
SW 310	3
<u>SW 351</u> (W) or <u>SW 355</u> (W/ honors)	3
<u>SW 401</u> (W) or <u>SW 405</u> (W/ honors)	3
<u>SW 410</u>	3
<u>SW 411</u>	3
<u>SW 420</u> or <u>SW 425</u> (honors)	3
<u>SW 440</u> ⁴ (W), <u>SW 441</u> ⁴ , and <u>SW 442</u> ⁴	3
SW 444	1
<u>SW 443</u> or <u>SW 445</u> (honors)	3
<u>SW 490</u>	9
Fine arts (FA)	3
Foreign language (FL)	4–8
Free electives	4–8
Humanities (HU) or fine arts (FA) or literature electives (L) ²	3
Literature (L) ²	3
Mathematics (MA) ³	3
Natural science with lab (N)	4
Social work electives (two courses)	6
	<hr/>
	Total:
	120

¹At least one course must hold the SB designation and the two courses selected must not be from the same department.

²Students must have a two-course sequence in either HI or L.

³Math courses have prerequisites that must be met.

⁴Distance learning students completing these courses must also register for in-person skills labs

BSW Degree Requirements

The Bachelor of Social Work Degree is awarded to students who satisfactorily meet several requirements. Some are university requirements and some are specific to the School of Social Work. Students must:

1. Complete a minimum of 120 semester hours of coursework as outlined in the BSW course requirements.
2. A minimum of 50 percent (60 hours) of the coursework required to earn a BSW degree at The University of Alabama must be earned at a bachelor's degree granting institution (four-year college or university), and a minimum of 25 percent (30 hours) of the coursework required for the BSW degree must be earned at The University of Alabama.¹
3. Achieve a "C" or better in all courses required by the School of Social Work, including two social work electives.
4. Have grade point averages of at least 2.25 overall and 2.5 in social work courses (students who have transferred must have a "C" average at this institution) to graduate from the program.
5. Be admitted into the professional program.
6. Pass the writing assessment in SW 101 (Orientation to Social Work) with an A or B. Students who do not obtain an A or B on the writing assessment must enroll in and successfully complete SW 310 (Professional Writing Course).
7. Successfully complete their field education experience.
8. Notify the School of their intention to graduate: a) in the semester preceding the expected term of graduation or, b) no later than the beginning of the last semester of enrollment prior to graduation.
9. Pass all courses taken and prescribed for the degree during the last semester.

Admission to the Professional Program

After the completion of 54 hours toward the social work degree with the required overall and social work GPAs, students who have been admitted to the professional program begin taking the 400-level professional social work courses. The priority deadline for application to enter the professional program in social work (i.e., junior and senior level social work courses) is February 15th of each year for admission in the following fall semester and September 15 of each year for spring semester admission. Application forms are available on the social work website: <https://socialwork.ua.edu/admissions/>.

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¹ A student who meets residence requirements and who, at the end of semester is within 9 semester hours of graduation may take the 9 hours by means of independent study, or at another accredited institution with the prior approval of the dean of the student's college provided the student is eligible to take such work. This approval process **begins** in the program director's office. If students do not complete degree requirements (as stated in the catalog for the academic year beginning each August or September) within seven years from the date they entered the University, or began collegiate work, they must change to the current catalog under which they will have seven years to complete requirements as stated. Within the period of seven years, if they so desire, they may choose a later catalog (including the current one). The student must complete all degree requirements for the catalog chosen.

Space for students in the professional program is limited. Depending on the number of applications and spaces available, some applicants who meet minimum admissions requirements may be placed on a waiting list. Students who are admitted must maintain an overall GPA of at least 2.25 and a social work GPA of 2.5 through the spring semester or the offer of admission will be withdrawn. Students must also maintain a 2.25 overall GPA and a 2.5 social work GPA throughout matriculation in the professional program. Decisions about admission to the professional program for students on the waiting list and for those who submitted their applications after the priority application deadline are made as soon as possible, but may not be made before some university classes are full. Therefore, it behooves students to submit their applications in February.

Prerequisites for Admission to the Professional Program

To apply for admission to the professional program, students are expected to have completed at least 45 hours toward the degree with an overall grade point average of at least 2.25. To be admitted unconditionally, students must have completed at least 54 hours toward their degree and have completed 7 semester hours of the following courses (or their equivalents in other institutions): SOC 101, PY 101, BSC 108 or 109, and be enrolled in the other prerequisite courses at the time of application. Students must have qualified for UA Core Curriculum/General Studies-level math courses by placement score or by having earned a “C” or higher in MATH 100.

Students must have also completed the “pre-professional” social work courses SW 101, SW 100 or 105, SW 200 or 205, and SW 351 or SW 355 or their equivalents at other institutions. Students required to take SW 310 must have completed or be currently enrolled in this course at the time of application. Students must have earned a social work grade point average of at least 2.5.

Professional Program Application Process

Students eligible to apply for the professional program should first complete the application checklist. Those who could not check each prerequisite should discuss their eligibility with their advisor. Some of those students may be eligible for conditional admission. Conditional admission is most often granted to students who have changed majors or transferred from other institutions. Students who decide to apply should complete the application checklist and complete the three essays described on that page. These essays constitute an important part of the application process. Students should submit their checklist, application form, and completed essays to the social work registrar. The priority deadline is February 15th for fall admission and September 15th for spring admission.

Required Writing Assessment

Students must earn a minimum grade of “B” on the designated writing assessment in SW 101 (Orientation to Social Work). Students who have not earned a “B” or better on the writing assessment will be required to enroll in SW 310, Professional Writing Course, prior to applying for the professional program. Students must pass SW 310 in order to continue in the professional social work program.

Removal of Conditional Admission Standing

A student admitted to the professional program with conditional standing must remove the

conditional standing according to the requirements stated in the admission letter. It is the student's responsibility to meet the conditions set forth and to notify his/her advisor when those conditions have been met. The advisor will then notify the program director, who will notify the registrar. Students who do not have their conditional standing formally removed will not be allowed to continue to enroll in professional classes.

Field Education (SW 490)

As a part of the professional social work curriculum, social work majors are required to complete SW 490, a nine-credit hour course in field education and SW 443 or SW 445, a field education seminar during the fall semester of the senior year. SW 420 or SW 425, a research class, must be taken prior to or concurrent with SW 490 and SW 443 or SW 445. Course prerequisites include SW 101, 100 or 105, 200 or 205, 351 or 355, 310, 401 or 405, 410, 411, 440, 441, 442, and 444. All 400-level courses must have been completed with a grade of “C” or better before a student can enroll in SW 490 and SW 443 or SW 445. In addition, students must have passed the required statistics class. Admission to field education requires an overall GPA of 2.25 and a GPA of 2.5 in social work courses. Students on probation and those with a grade of “T” in any social work course will not be admitted to field education nor will conditionally admitted students who have not met their conditions.

Many agencies provide field education experiences for our students. Placements are recommended by the field coordinator based on the student’s areas of interest and learning needs. Students must then interview with the recommended agency. The field practicum requires 450 clock hours during the semester with the student in the agency four days each week. Students are responsible for their own transportation to their agency. The *Field Education Handbook* provides detailed information about the field experience.

Field Instructors and Field Liaisons

Students are supervised by a field instructor—an individual with a master’s degree in social work, usually someone employed at the agency. The School of Social Work assigns a field liaison for each student. The field liaison meets with the student and the field instructor at least twice during the practicum and is available to both the instructor and the student for discussions of the field experience and assistance with resolving any problems that may arise.

Policies and Procedures for Assigning Students to Field Education Sites

The field practicum (SW 490) is an educational experience. Consequently, the placement of students is based upon the **educational needs of the student**. The School will consider personal factors related to the location of placements, but the primary concern is the placement of the student in a setting judged to have the best potential for promoting the student’s professional development. Please see the *Field Education Handbook* for additional information about field education.

Misdemeanors and Felonies

Social Work students who have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. All BSW students preparing to enter field placement are expected to submit ABI/FBI background checks prior to beginning their field placement. BSW students should get their forms from the Field Education Office during the spring semester. Additional information about the background check is available in the *Field Education Handbook*.
2. Many agencies will not accept students for placement if the student has not been cleared prior to the beginning of field placement. The Field Education Office will not place

students without background clearance.

3. Some state licensure laws 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 examination.

The School strongly recommends that any student or prospective student in this situation make an appointment with his or her advisor or the Associate Dean to discuss how best to address this issue.

BSW Honors Program

BSW Honors Program Description

Students enrolled in this program will gain extensive knowledge and skills to assist individuals, families, groups, organizations, and communities in achieving goals and solving problems. In congruence with the social work profession, the honors social work curriculum emphasizes the value of diversity and the importance of the promotion of social and economic justice. Students who have declared social work as a major and who are enrolled in the UA Honors College are eligible to apply for admission to the honors social work professional program.

Admission requirements for the honors social work professional program:

- Completion of the application process for admission to the BSW Professional Program
- At least a 3.5 social work GPA
- Completion of 6 lower division hours in honors courses, including SW 105, SW 205, SW 355 or any other 300/400 level social work courses taken as Honors by Contract
- Approval of Capstone Honors Project Proposal

Retention Requirements for the BSW Honors Program include:

- Maintain good standing in the Honors College
- Maintain at least an overall GPA of 3.3 and a 3.5 in social work courses

Requirements for graduation for the Honors BSW Degree include:

- Completion of course requirements for the BSW degree
- Completion of 3 professional program credit hours (SW 405 Honors Social Welfare Policy or SW 425 Honors Research for Social Work Practice)
- Completion of Social Work Honors Seminar (SW 445, 3 credit hours)
- Completion of a Capstone Honors Project to be developed by the student in consultation with a faculty mentor.

Declaration of a Minor

Students in the BSW Program are not required to have a minor. A student may declare a minor course of study in another college or school of the University, subject to the requirements of the department offering the minor. Requirements for minors are outlined in the University's *2017-2019 Undergraduate Catalog*. Students who wish to complete a minor should first speak with their advisor and an advisor in the minor department. Then, the student should log in to MyBama and click the "student" tab. Under the "student services" tab, the student should then click the "change of major/minor" tab and type in their CWID. These, will then, provide the student with the instructions in completing the form. Upon graduation, with completion of all requirements for the minor, the minor will appear on the student's transcript.

Application for Degree Form

Candidates for graduation should file the Application for Degree Form with the School of Social Work registrar no later than the beginning of their last semester. Students who fail to complete all requirements by the time stated on their application must file another degree application form. The graduation fee is payable at the Office of Student Receivables at least ten days prior to graduation. A partial refund will be made if the student fails to meet graduation requirements at the expected time.

Academic Advising and Student Responsibilities

The School of Social Work provides academic advising to each student in the program and offers guidance in helping students progress toward the degree. The student, however, is responsible for the satisfactory completion of the degree program. Students are assigned their advisors by the program director soon after they register as social work majors. A student may request a change of advisor from the program director.

Frequent contact is encouraged between students and advisors to enable students to receive maximum benefit from the advising process. Students are required to meet with an advisor in order to be cleared register for the next semester. Faculty advisors maintain office hours and can be reached by telephone and by email. See pages 13-16 of this handbook for faculty office locations and telephone numbers.

The advisor will:

1. Engage the student in a process of evaluating his/her ability and motivation for a career in social work.
2. Engage the student in a process of evaluating his/her performance in the total educational program.
3. Assist the student in academic program planning, including course selection.
4. Assist the student in preparing for field placement.
5. Refer students with academic or personal problems to appropriate resources within the University and the community.

The student will:

1. Plan his/her schedule each term to ensure reasonable progress towards the degree.
2. Satisfactorily complete all courses for which he/she registers.
3. Review *The University of Alabama Undergraduate Catalog* and the *BSW Program Student Handbook* for policies governing enrollment in and completion of this degree program.
4. Maintain contact with his/her advisor during each term for academic planning.
5. Participate in registration advising.
6. Ensure that a current mailing address and phone number are on file in the social work registrar's office and in the Banner System.
7. Respond promptly to all communications from the School of Social Work or the University: including those sent electronically.

Student Responsibilities

The academic setting provides a learning environment for students to obtain and practice social work skills that will prepare them for further studies and/or direct practice. This is also a place to acquire and improve habits important for professional practice. Students should realize that the ability to perform well academically does not automatically earn them the professional respect of their instructors, advisors, and classmates. To help in this regard, students would do well to:

1. Be on time and prepared for class.
2. Be attentive and show interest during class.
3. Read the syllabus on the first day of class.
 - a. Highlight assignment deadlines and other important dates.
4. Read the syllabus at least one more time to become more familiar with the instructor's expectations.
5. Make appointments with advisors and with instructors when necessary.
 - a. Be courteous, but persistent in arranging appointments.
 - b. Notify the advisor or instructor immediately, and offer apologies if an appointment is missed or must be cancelled.

Remember, this is a time for students to demonstrate (a) they are acquiring social work practice skills and a liberal education, and also (b) they are responsible individuals the faculty would be proud to recommend for further studies or professional employment.

Degree Works

The DegreeWorks System is designed to provide students, advisors, and faculty with a clear and organized presentation of the students' academic record. The DegreeWorks System can be used to check degree progress, plan for future course, and review course history. Students, faculty, and advisors can access the DegreeWorks System through their MyBama accounts.

Academic Policies

This section describes several School of Social Work and University-wide policies. Other University policies that apply to undergraduate students can be found in the *2019-2020*

Undergraduate Catalog (<https://www.ua.edu/academics/catalogs/>), the *Student Affairs Handbook*, and The University of Alabama Policies section of the *Schedule of Classes and Information Guide*.

The UA School of Social Work supports all University policies. Among the policies of relevance for students are those regarding Academic Grievance Procedures, Academic Misconduct, Harassment, and Protection of Human Participants in Research. These and other University policies are printed in the *2019-2020 Undergraduate Catalog* and the *Student Affairs Handbook* of the Office of Student Life and are available on the University website. The Associate Dean of the School of Social Work oversees the policies related to harassment and to academic misconduct.

Academic Bankruptcy

In the course of a four-year undergraduate career, it occasionally happens that during one particular semester, any number of personal, emotional, or financial disasters can strike a student to the extent that the student's usual, good academic performance is simply impossible in that semester.

If the student has not had the foresight to withdraw from the University during the course of that semester, or if the student's problem occurs after the "withdrawal passing" deadline, it is sometimes possible to withdraw from the semester retroactively by a procedure called Academic Bankruptcy.

When an Academic Bankruptcy petition is filed (See Appendix D for guidelines and procedures), two general concepts are always considered:

- In those semesters prior to and after the semester in question, the student's record shows a pattern of consistently good academic performance. The student who has consistently poor performance, or a pattern of good grades one semester and bad ones the next, is not usually a candidate for Academic Bankruptcy.
- Reasons for academic bankruptcy involve problems that are unique to that student. Most students have trouble adjusting to the new environment in their first term at the University. Many students have a semester in which they obtain a lower GPA than in others. Academic Bankruptcy is not designed for these circumstances. Academic Bankruptcy addresses problems over which a student has little control and severely affects the student's performance. The problems must be documented and verifiable.

Academic Bankruptcy is not granted lightly. When a student releases a transcript of his or her work at the University to a potential employer, to another undergraduate program, or to a graduate school for admission to another degree program, the person who sees the transcript has every reason to presume it is a true and accurate history of the student's academic career here. Academic Bankruptcy is an alteration of that history and is, therefore, rarely granted.

Academic Misconduct

Academic Misconduct 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 commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, 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 words, data, 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.

See Appendix E for further details regarding Academic Misconduct and Appendix F for details regarding plagiarism and falsification of data.

Academic Progress and Academic Standing

Scholastic Progress Standard (SPS)

To meet social work graduation requirements, students need to earn a GPA of 2.25 or above. The Scholastic Progress Standard, however, specifies the minimum GPA required for a student to remain in good standing in the University. It varies with the number of credit hours the student has earned at The University of Alabama.

Required Minimum Grade Point Average on Work Attempted at UA2

Credit Hours Earned ³	Required UA GPA
0-30	1.50
31-60	1.70
61-90	1.90
91 or more	2.00

Academic Warning and Suspension

A student at The University of Alabama will be placed on academic warning at the end of any term in which his/her University of Alabama grade point average is below a 2.0 based on a 4.0 grading system. A student may be removed from academic warning only by achieving a cumulative 2.0 average on work attempted at The University of Alabama.

A student on academic warning who has never been suspended and whose GPA does not meet the Scholastic Progress Standard will be suspended for a period of one regular academic semester at the end of the spring term. A student readmitted to The University of Alabama after one suspension must achieve the SPS by the end of one semester. Otherwise, she/he will be suspended indefinitely.

For the purpose of this rule, the grade point average will be computed at the end of each grading period and only courses attempted at The University of Alabama will be considered. Grade point averages will be computed on only the following grades: "A, A-, B, B-, C, C-, D, D-, F."

Please refer to the *Undergraduate Catalog* for procedures to be followed for appeals of suspension and for reinstatement and readmission following suspension.

Professional Program Academic Standards

Students in the professional program must maintain an overall GPA of at least 2.25 and a social work GPA of at least 2.50 each semester. Students whose GPA drops below the minimum will not be able to continue in the program until their GPA improves to the standard.

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² All students who are using the 1999 catalog or a later one are required to meet the SPS.

³ Includes transfer credit

Primarily Online BSW Program

The BSW Program offers students the option to complete their degree via Distance Learning through Bama by Distance. Students are required to have access to a computer with a high-speed internet connection.

This program consists of 120 hours of coursework and includes general education requirements, major courses, electives and field education. Most coursework can be completed online, although some professional program courses (SW 440, SW 441, and SW 442) require that students attend in-person skills labs. Field education is also completed in person. Prior to the start of the program, all students are required to attend a one-day on-campus orientation. Students who do not attend orientation may be administratively withdrawn from the program.

Field education is completed in the fall semester of the senior year. Students are required to successfully complete 450 hours under the supervision of an experienced social worker in a social service agency in one of the following locations in Alabama: Huntsville, Tuscaloosa, Birmingham, Montgomery or Mobile.

Prior to entering the field, students must earn a grade of C- or higher in SW 444, attend a three-hour orientation to field education and obtain a background check. Corequisites include enrolling in field seminar SW 443 or SW 445. All students are required to participate in face-to-face skills labs on select Saturdays. Skills labs will be offered in Tuscaloosa, Huntsville, Birmingham, Mobile and Montgomery.

A student can only change status from campus to distance learning one time. So, if you change to being a distance learner, you will not be able to switch back to being a campus learner. Also, as a distance learner, you will no longer have student activity privileges. Student activity privileges include access to Student Recreation Center, Student Health Center, etc.

BSW Blended Distance Learning and Campus Program

The BSW Program offers students the option to complete the BSW degree via online and evening courses. UA offers a wide variety of distance learning options for core and elective courses; refer to www.bamabydistance.ua.edu.

Course Substitution

Occasionally, students wish to substitute another course for a required course. All such requests should be presented first to the student's advisor who will weigh the merits of the proposed course substitution and determine whether the content of the proposed course is appropriate as a substitute. If the advisor agrees, the advisor will recommend that the program director approve the substitution. The advisor will notify the student of the decision that is made, and a record of the substitution will be placed in the student's file. Academic credit for life experience and previous work experience will not be given in whole or in part in lieu of the field education course or any other course in the BSW Program.

Dropping and Adding Courses

After the registration period for each term, students may make schedule adjustments at times indicated in the *Schedule of Classes and Information Guide*. This document also provides dates for withdrawal without receiving a grade notation and for withdrawal with a “W” (withdrawal passing) or an “F.” Students should discuss their schedules with their advisors before they drop or add a course. After the time period noted in the *Schedule of Classes and Information Guide*, schedule changes require the permission of the program director and the Associate Dean. In any case, it is the student’s responsibility to ensure that classes are appropriate for his/her program of study. Drop/Add Forms are available from the social work registrar.

Final Examinations

The University publishes a time for each final exam in the *Schedule of Classes and Information Guide*. Students should consult the schedule before making any travel plans; instructors are not required to provide an alternative examination date because of conflicts with students’ travel plans. Students may petition to reschedule exams only if (a) three or more exams are scheduled on the same day, or (b) two or more exams are scheduled at the same time.

The University Honors Program

Students may be admitted to the University Honors Program in several ways. National Merit Finalists, National Hispanic Finalists, National Achievement Finalists, University of Alabama Presidential Scholars, Alumni Honors Scholars, and students with ACT composite scores of at least 28 or SAT scores of at least 1240 are admitted automatically upon application. Students who are not automatically admitted may apply after they earn a grade point average of at least 3.3 for a semester’s work. For more information about the University Honors Program and other programs in the Honors College, please see the websites: www.honors.ua.edu or www.uhp.ua.edu.

Honors Designations

The University recognizes high academic achievement with three classes of honors at graduation. The School of Social Work requirements are:

<i>Summa Cum Laude:</i>	GPA of 3.9 or above for all college level work
<i>Magna Cum Laude:</i>	GPA of 3.7 or above, but less than 3.9 for all college level work
<i>Cum Laude:</i>	GPA of 3.5 or above, but less than 3.7 for all college level work

For honors designations, grade point averages are not rounded. Averages are calculated for performance in all courses in which the student is enrolled prior to receiving the degree.

Independent Study

The option of an Independent Study is available to allow students to enhance their capacity in independent investigation and learning. In the BSW Program, only one Independent Study can be included in the calculation of credit hours required for the degree. There must be a compelling, academic reason for 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 BSW Program. The plan must provide evidence that the student will perform at a level of effort consistent with regularly offered courses. Independent Studies should not be used as substitutes for courses provided in the curriculum. Information regarding proposals for Independent Study is provided in Appendix G.

Pass/Fail Options

A student may request permission to receive a grade of pass ("P") or fail ("F") for a course instead of conventional letter grades. A "P" does not affect the student's GPA; an "F" negatively affects the GPA. To enroll in a course on a pass/fail basis, students must meet the following requirements:

1. Students must be of at least sophomore-standing with a grade point average of at least 2.0.
2. Only general elective courses may be taken pass/fail (SW 490, Field Education, is an exception. It is a pass/fail course for all students).
3. A maximum of four courses or 12 hours, whichever comes first, may be taken pass/fail.
4. Not more than one course per regular semester or summer session may be designated pass/fail.
5. Students may not rescind their option to take a course pass/fail after the drop/add deadline.
6. Transfer students must have completed 15 or more credit hours at the University with a GPA of at least 2.0.

Registration

Information regarding registration is provided by the University's Records Office prior to the beginning of each semester. Students already enrolled in the University are expected to participate in the registration advising process each term. The advising period for spring classes is typically in October; advising for fall and summer is typically during the two weeks preceding Spring Break. Schedules for registration and schedule adjustments are posted at <http://registrar.ua.edu/calendar/>.

Current students normally register in October/November for spring semester classes and in March/April for interim, summer, and fall classes. Each semester, students should make an appointment with their advisors to discuss their class schedules for the next semester. Before making that appointment, students should prepare by reviewing this handbook and by using *DegreeWorks* in *MyBama* on the University website. *The social work registrar will not clear a student to register before she has received the signed program of study form.*

Second Bachelor's Degree

Individuals who already have a baccalaureate degree may enroll in the BSW Program to achieve a second baccalaureate degree. Although those students need not satisfy the University's core curriculum requirements, they must satisfy the graduation requirements of the BSW Program. For example, regardless of how many natural science courses a student has completed, he/she must complete a course in biology equivalent to our BSC 108 or BSC 109. At the appropriate time, students seeking a BSW degree must apply for admission to the professional program. Students seeking a second degree are expected to complete at The University of Alabama with the required overall and social work GPAs, a minimum of 42 hours of specified social work courses over and above the requirements of the first baccalaureate degree.

Social Welfare Minor

Non-majors may declare a minor in Social Welfare, subject to the requirements of their college or school. Requirements for an undergraduate minor in Social Welfare are SW 100, SW 200, SW 351, and nine additional hours of social work courses. One of these additional courses must be at the 300-or 400 level.

Social Welfare minors may not take social work practice courses (SW 440, SW 441, SW 442, SW 443 or SW 445, and SW 490) or SW 420 or SW 425.

Students' Professional Preparedness

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 objective of the BSW program that requires students to "understand the value-base of the profession and its ethical standards and principles and practice accordingly."

Therefore, the BSW Program Director will consult with any BSW student who a) exhibits "impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties" that is deemed by that program director 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 director 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 director 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.

Additional details regarding this policy can be found in Appendix I.

Study Week

The week immediately before the final examination period each semester is reserved as a time in which students may concentrate on completing coursework 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 this study week.

Transfer Credit

The University of Alabama and the School of Social Work accepts credits from accredited associate of arts programs. An evaluation of each transcript is made by the Office of Academic Records and social work courses are reviewed by the program director to determine comparability with both the general education and the social work requirements for all students transferring to the School. A maximum of 60 semester hours of community college credit may be applied toward graduation requirements. If at the time of initial enrollment at this University, students transfer less than the maximum amount of such credit, additional community college credit may be transferred later. After 60 semester hours of credit from all sources have been accumulated, no more than 12 semester hours from a two-year college may be transferred. The additional transfer courses also must be equivalents of 100-level or 200-level courses at The University of Alabama.

Similarly, transfer credit is accepted from accredited four-year institutions. Credit for 400-level social work courses can be granted only for such courses taken in a CSWE accredited social work program. Social Work courses below the 400-level taken in programs without CSWE accreditation are evaluated for transfer credit on a course-by-course basis. The number of social work courses required at the junior and senior levels may make it difficult for students who enter the School of Social Work after the first semester of their junior year to complete their degree over a four-year period. Most transfer students attend at least one summer session.

Students who wish to take courses at another college or university during a summer or a regular semester should, after talking with their advisor, check with the social work registrar to determine whether the courses will transfer into the School of Social Work and obtain a letter of good standing. English Composition courses in which a grade below "C" is received will not transfer to The University of Alabama.

Class Attendance, Assignments, and Assessment

The 2019-2020 *Undergraduate Catalog* states: “Students are expected to attend all classes for which they are registered. Class attendance is regarded as an academic matter, and the use of attendance records in grading (or for other purposes) is left to the discretion of the faculty member responsible for the course. This will be explained in the course attendance policy written and distributed by the faculty member. The faculty member is responsible for handling any excuses for absences from his or her class. A student-athlete should go to the Center for Student Athletic Services at <http://www.rolltide.com/sports/2016/6/10/ot-cass-html.aspx> and read the Student-Athlete Handbook.” Student class attendance and other matters are also governed by the following policy in the University’s Faculty Handbook.

Faculty members are required to give their students written notice at the start of each course of relevant policies and requirements. Items to be covered include: attendance policy; the planned number and timing of major tests and assignments including the final examinations; grading policy; the policy for making up missed course work (including examinations); and required texts and other course material. Faculty members are required to give an appropriate number of assignments and periodic assessments of the progress of their students. Students must be given timely information about the results and must have an opportunity to discuss the results with their instructor. It is the responsibility of the student who has questions about attendance requirements to ask for clarification at the beginning of the semester. If a student is not present when information regarding class attendance and assignments are given or fails to understand the requirements, the student is not excused from the terms of the requirements and is subject to any penalties prescribed.

Absences from Class/Field Education to attend Meetings, Conferences, etc.

Students are expected to participate in assigned instructional activities (classroom and field education) in accordance with University policy. The School of Social Work cannot make systematic exceptions to this general University policy. Therefore, permission to attend a non-assigned activity (e.g., committee meetings, professional conferences) must be obtained from the classroom instructor(s) and/or field instructor whose class and/or fieldwork would be missed to attend other activities.

University-wide Academic Grievance Procedures

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. 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. Please see Appendix H for a description of the grievance procedures.

Voluntary Student Review Process

Students who experience academic difficulties that may impede their continuation in the program may request a review of their academic situation. This review will be held with the student, the advisor, and the director of the BSW Program. 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 the alternatives available to the student. If the student requests an exception to a policy of either the School or the University and the review group agrees, the program director will make a recommendation to the dean. It is expected that a review will be initiated only after the student has attempted to work through the difficulty with his or her advisor. (See also Difficulties in Field Placement in the *Field Education Handbook*.)

Withdrawal from the University

Students who wish to withdraw from the University must go to the University Office of Records in the Student Services Center or to The University of Alabama Student Health Center depending on the reason for their request. Refer to the *2019-2020 Undergraduate Catalog* for the effects of withdrawal on a student's academic record and on tuition, fee payments, financial aid, and to the *Schedule of Classes and Information Guide* for applicable deadlines each semester.

Resources for Students

ACTion Identification Cards

The University requires that students have an identification card with the student's name and picture. Called the ACTcard, it is both a debit and an identification card. The student's identification number is encoded magnetically in the student's card along with the services to which the student has 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, ATT calling, printing in the computer lab, and many other services. It is invaluable for using university resources and for cashing checks in the Tuscaloosa community. For more information or to report lost or stolen cards, contact the ACTion Office (348-2288).

Blue Lights

Emergency phones are located around the campus. Each of the 38 bright blue outdoor emergency phones is clearly marked and each is a direct line to the UA Police Department 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 and usually has sent a police officer to help you even before actually answering your line. In addition to the blue outdoor emergency phones, there are free public telephones in the common areas of all campus buildings. These white "help phones" are clearly marked with emergency instructions and can also be used for on-campus and other local calls.

Books

Textbooks and supplies may be purchased from the University Supply Store, the Alabama Book Store, and The College Store. For most courses, the School is required to place an order that is divided among the local bookstores. Therefore, students may need to check more than one store for textbooks.

Career Counseling

Career counseling is available to the student through the student's faculty advisor and the School's Student Services Office. Career counseling is also available to the student free of charge at the Career Center in 3423, Ferguson Center. Ms. Jenny King is the career consultant for social work (348-5848).

Center for Academic Success

CAS Academic Support Services provides programs and services to help UA students improve study techniques, succeed in particular UA courses, enhance and extend their classroom experiences, upgrade reading proficiencies, and prepare for standardized entrance exams. CAS services are designed to enhance the academic skills of successful students and to improve the skills of students striving to be more successful academically.

Student Support Services (SSS) offers academic assistance to undergraduate students at The University of Alabama. Students can become a participant at any point in their undergraduate program (freshman through senior) and remain in the program until they receive their undergraduate degree from UA. There is no charge for services provided to students through Student Support Services. Students deemed eligible to receive services will be admitted if space is available. Students who meet one or more of the following federal's criteria should go to the website for more information: a) first generation college student; b) eligible for financial aid; c) registered with the Office of Disability Services and/or the Office of Vocational Rehabilitation.

For further information on any of these programs and services, contact the Center for Academic Success, 101 Osband Hall, Box 870304, Tuscaloosa, AL 35487-0304; Telephone, (205) 348-5175; or via the Internet at www.cas.ua.edu.

Crimson Ride

Crimson Ride is The University of Alabama's Transit System. Crimson Ride provides safe, reliable, and convenient on-campus transportation, as well as enhanced mobility and access around campus. For more information on Crimson Ride, contact Transportation Services, Campus Drive Parking Deck, located at 451 Campus Drive East; Telephone (205) 348-5471; or via the Internet at <http://crimsonride.ua.edu>. You may find additional information at Parking Permits and Trolley.

Disability Services

The Office of Disability Services (ODS) is the central contact point for UA students with disabilities. The goal of ODS is to provide a physically and educationally accessible university environment that ensures an individual is viewed on the basis of ability, not disability. ODS works individually with students to determine appropriate and reasonable academic accommodations and to ensure that students' academic performance is evaluated apart from the limiting effects of disability. For more information, contact ODS at (205) 348-4285 or 348-3081 (TTY), or write the Office of Disability Services at Box 870185, Tuscaloosa, AL 35487-0185. ODS is located at 1000 Houser Hall. Please see their website for additional information and for forms: www.ods.ua.edu. The School's liaison for services for students with disabilities is the Associate Dean. Students and faculty members with questions or concerns about the special arrangements or accommodations should consult with the Office of the Associate Dean in the School of Social Work.

Title IX

Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for class, please review the University's FAQs on the UAct website. The Title IX Office is located at 2418 Capital Hall, (205) 348-3947.

Escort Service

Don't walk alone at night. Instead, use the Bama Escort Service – a program of the UA Department of Public Safety – to get a free car ride between locations on campus or between nearby residences and campus. Rides are available each night from 6:00 p.m. to 6:00 a.m. just by

calling 348-RIDE. Student drivers are dispatched to your location as soon as possible. The service area includes neighborhoods between the campus and Queen City Avenue to the West; 15th Street to the South; Helen Keller Boulevard to the East; and Jack Warner Parkway to the North.

Financial Aid

University Financial Aid

Financial assistance is available to students in social work primarily through University sources. To apply for financial assistance through the University, contact the Office of Student Financial Aid, 106 Student Services Center (348-6756). Assistance can take the form of scholarships, grants, loans, or work study assignments.

Emergency Assistance

Students can contact the Dean of Students Office for information about applying for temporary emergency assistance with expenses, including food, transportation, and housing costs.

School of Social Work Financial Aid

The School of Social Work currently has the following sources of financial aid for BSW students: 1) School of Social Work Scholarships, 2) Title IV-E Child Welfare stipend (subject to availability), 3) Stipend Funds. Information about each and where and how to apply are given below.

School of Social Work Scholarships. Students who wish to apply for scholarships available through the School should first complete the University's application for undergraduate scholarships. Applicants to the University receive this scholarship application as part of the application for admission. This application should be sent to the University's Admissions Office by entering freshmen by December 1, prior to the award period in the spring semester, and by January 15 for transfer students.

Currently enrolled, continuing full-time UA undergraduate students should complete a scholarship application by going to the current *Guide to Undergraduate Scholarships* (www.scholarships.ua.edu). The School's individual requirements (such as transcripts, etc.) are listed. Use the links on the first page of the guide to locate the section you need. **December 1 is the priority postmark date for scholarship applications for the following spring semester.**

The School's undergraduate scholarships and requirements are listed below. Be sure to check the School's website and the BSW bulletin board regularly. You should also have already completed the University's scholarship application as part of the process for applying for School scholarships.

Howard B. Gundy Scholarship. Established in 1985 in honor of Howard B. Gundy, founding dean of the School. This fund provides a scholarship to an outstanding entering freshman. It is renewable if academic standards for the scholarship are maintained.

Frank R. Egan Scholarship. Established in 1987 in memory of Frank R. Egan, first chairperson of the program. This fund provides a scholarship to promote the education of students in the School of Social Work. At this time, priority consideration is given to fulltime undergraduates.

Laura Langley Scholarship. Established in 2013 in honor of Laura Langley, a BSW alumna who died very early in her career. This fund provides a scholarship to an undergraduate or

graduate student with financial need who demonstrates the greatest potential to succeed in making the world a better place through social work.

The School of Social Work Board of Friends Endowed Scholarship. Established in 2002, this fund provides a scholarship to promote the education of students in the School of Social Work. At this time, priority consideration is given to fulltime undergraduates.

School of Social Work Title IV-E Child Welfare Stipends. Through a partnership with the State Department of Human Resources Child Welfare Division, the School of Social Work has a few federally-funded child welfare stipends to award BSW students. Students, typically BSW seniors who are selected through an application and interview process are awarded a monthly stipend while in classes and field education. The stipend carries an obligation for the student to complete a specific child welfare field placement with the Alabama Department of Human Resources (DHR) and to be available for employment with DHR's Child Welfare Division for a period of time after graduation. BSW students who are in the professional program and who are interested in applying for such a stipend should contact the field education coordinator.

Social Work Stipends. The School of Social Work can provide stipends to social work students to assist with academic-related expenses that are not covered by other sources of financial aid. In order to be eligible, students must be in good academic standing and have a record of good professional preparedness. More information and applications for stipends can be obtained from the BSW Program Office.

Health and Safety Awareness Educational Programs

The University of Alabama is committed to providing preventive, informative, and supportive programming for all members of the University community. Campus-wide programs coordinated by the Women's Resource Center are designed to increase safety awareness, develop self-defense techniques, improve communication skills between men and women, helps prevent acquaintance and stranger rape, build self-esteem, and provide information on steps to take in the event of a sexual assault. Educational information about the involvement of alcohol and drugs in sexual assaults is provided. Informational brochures and pamphlets focusing on sexual assault are available for the University community. These materials include definitions of various types of sexual assaults, information concerning their prevalence and general occurrence, options and services available for victims, and possible penalties and sanctions for assailants. Additional written material on rape will be provided for victims, their family members, and friends.

All members of the University community are urged to take responsibility for themselves by taking advantage of educational programs offered at the University, by reviewing literature available at the Women's Resource Center, and by avoiding conditions that may pose a threat to their personal safety. Individuals are encouraged to report potentially unsafe areas or circumstances to the Department of Public Safety.

International Student Services

The Office of International Student and Scholar Services in 105 B. B. Comer Hall (348-5402), 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.

Library System

The University of Alabama provides library facilities and services to its faculty, students, staff, and other scholars and information users through a system of discipline-related libraries. Amelia Gayle Gorgas Library, serving the humanities, social sciences, and arts is centrally located on the University Quadrangle. Three other units are located adjacent to their discipline-related teaching areas: Angelo Bruno Business Library, McLure Education Library, and Eric and Sarah Rodgers Library for Science and Engineering. The W. S. Hoole Special Collections Library is located on the second floor of the Scientific Collections Building. Under separate administration are the Health Sciences Library located in the Educational Tower at DCH Regional Medical Center, and the Bounds Law Library located in the Law Center. The University of Alabama Library System has been granted membership in the select Association of Research Libraries, and it also belongs to the National Center for Research Libraries.

Library materials are available in the main library and other campus libraries. Materials that are not owned by our library may be available through interlibrary loan. Many journal articles are available in full text versions downloadable from the internet. The Social Work Librarian, Ms. Lynn Tobola, can help students with their library research.

Mail and Other Forms of Communication

All students will have a *Crimson* email account. This account serves as a primary method by which University and School of Social Work administration and professors can communicate with students. Those of you who prefer to use another email account should forward your Crimson email to your preferred account; information about how to do this is available through *MyBama*. The staff of the Seebeck Computer Center Help Desk (348-5555), located in 125 Gordon Palmer, can assist you with email problems. You can also email the Help Desk at <https://oit.ua.edu/service/it-service-desk>.

Parking Permits

To park on campus, all students, faculty, and staff must display appropriate parking permits on their vehicles. Permits will allow vehicles to be parked in the areas identified by the color on the permit. Student parking permits can be obtained from the Parking Services Office at Campus Drive Parking Deck, located at 451 Campus Drive East; (348-5471), or through the MyBama portal. Students will need to have their ACTcard and their license tag number. For those who register online, parking hang tags will be mailed to the student's permanent address. For additional information, see *Crimson Ride*.

Personal Counseling

Personal counseling by qualified professionals is available to students at the Counseling Center located at 1000 South Lawn Office Building (1101 Jackson Avenue), or call (205) 348-3863, and at the Psychology Clinic, McMillan Building off Hackberry Lane, Building #140; telephone, (348-5000).

Physical Facilities

The School of Social Work is temporarily housed in Little Hall. The building is accessible for persons with physical disabilities. Other faculty offices are located on the first floor of Farrah Hall just across the street from Little Hall. The Social Work Reading Room is housed in room 2021, Little Hall.

The Social Work Computer Laboratory

The School of Social Work maintains a student computer laboratory in 2018, Little Hall. The lab is equipped with computers and a 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. Social Work students may use the computer lab during those hours that 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. For assistance with using the lab, students should consult with Ms. Lynn Tobola, 2022, Little Hall.

The Writing Center

The Writing Center, 322 Lloyd Hall, (348-5049) offers free individual tutorial sessions in writing. These services are available each weekday and some evenings to accommodate students' schedules. The Writing Center closes during exam week. For additional information, please see the Writing Center website: <http://www.writingcenter.ua.edu/>.

University Health Services

Health services are available to all registered students at the Student Health Center (SHC) which is located at 750 5th Avenue East; (348-6262). Students' spouses may be eligible for health services by paying a health fee. Services are not available during the semester break in late December, early January, or at other times when school is not officially in session.

The student health fee provides access to all SHC services and covers the cost of SHC's nursing, assessment, triage, health education, health promotion, and counseling services. Services include outpatient treatment of illnesses, injuries, and minor surgical procedures. Preventive care, physicals, and gynecological examinations are also available. There is a charge for office visits with SHC's health care providers, X-rays, and laboratory tests. SHC accepts all health insurance plans and will bill the student's health insurance carrier for these services. SHC provides health care for all eligible students whether or not they have health insurance and without regard for their ability to pay.

SHC charges for any co-payments required under students' health insurance plans, and there are fees for certain products and services such as orthopedic appliances issued and prescriptions filled at its pharmacy. The student is responsible for fees for any services of non-staff physicians or

consultants and for the costs of hospitalization or services other than those provided at the Student Health Center.

The Women and Gender Resource Center, located at the South Lawn Office Building, Suite 2000, 1101 Jackson Avenue; Telephone, (348-5040), provides the services of a Sexual Assault Victim Advocate who is on-call 24 hours a day. The center is open from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Sexual Assault Victim Advocate Program

The Women and Gender Resource 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. Alternative living arrangements may be available to victims that reside in University housing. Also, if requested by the victim and if reasonably available, rearrangement of academic class schedules for the victim and the accused may be provided. The Women and Gender Resource Center Sexual Assault Victim Advocate can be contacted at 348-5040.

University Recreation Center

The Student Recreation Center is designed to meet the fitness needs of the UA community and serve as home to certain intramural sports. The center features a hardwood gymnasium, free weights, resistance equipment, cardio area, indoor and outdoor swimming pools, outdoor patio/lounge, twelve racquetball courts, two squash courts, five multi-purpose courts, 1/8 mile jogging track, men's and women's locker rooms, dry and steam saunas, and two aerobics rooms. Please see the website: <http://urec.sa.ua.edu>.

Trolley

The Tuscaloosa Trolley is like a city bus that can take you around the city and the UA campus. It is run by Tuscaloosa Metro Transit. The SGA sponsors the Tuscaloosa Trolley to take students anywhere on the route free of charge. Just show your ACTcard and ride.

Student Activities

Ethel Hall African American Heritage Day

Since 1989, during African-American Heritage Month, the School of Social Work has sponsored a colloquium to celebrate African-American Heritage Month. This celebration usually features an inspirational speaker. A committee, including student representatives, plans the celebration each year.

Family Weekend

Family Weekend at The University of Alabama is an exciting time full of tradition, pride, and Tide spirit! Highlights from the weekend included a variety of programs and events for families including: college open houses, informational sessions, historical tours, and a tailgate before the football game for parents to enjoy.

Get on Board Day

Students can get information about many campus groups and national organizations during Get On Board Day. Sponsored by the University, Get on Board Day is held on the Quad early in the fall and spring semesters.

Honors Day

Honors Day, in April is set aside to honor students who have excelled in academics and in service contributions and leadership while attending the University. The School of Social Work has an Honors Day Ceremony to honor its outstanding students. The BSW Writing Award and two memorial awards are presented at Honors Day.

The Danielle Downs Most Improved Student Award. The Danielle Downs Most Improved Student Award awarded to the student with the most improved student in the BSW Professional Program. This award is to honor the memory of Danielle Downs, a social work student who died during the April 27, 2011 tornado in Tuscaloosa.

The Laura Langley Social Justice Award. The Laura Langley Social Justice Award is awarded to the student who has demonstrated a commitment to social justice and human rights. This award is to honor the memory of Laura Langley, a BSW alumna, who died in an automobile accident in the summer of 2012.

Student Organizations

Academic Honor Council

The University of Alabama Academic Honor Council was established as a means of providing student voices in matters related to academic integrity. The Academic Honor Council is an appellate and judicial body comprised of student justices who strive to promote an atmosphere of integrity on campus. The council exists under The University's expectation that all students are to be honorable and to observe standards of conduct appropriate to a community of scholars. Representative councils comprised of students and faculty advisors from each college meet to discuss how they can actively work to create new and different ways to remind students of The University's standard on academic integrity. The goal of the council is to encourage the campus community to always act according to the values of the Capstone Creed.

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). Membership entitles the student to national, state, and local NASW publications and NASW personnel information. A student member benefit is a reduced membership fee. Other direct benefits include reduction of fees for workshops and other special events. Appropriate activities and workshops are held and honors awarded each year during Social Work Awareness Month (March). Applications for NASW membership can be obtained from the student representative or from any NASW officer.

Phi Alpha Honorary Society—Psi Chapter

To become an active member of this national social work honorary, undergraduate students must have declared social work as a major and completed nine semester hours in social work courses with an overall grade point average of 3.00 and a grade point average of 3.50 in social work courses.

Social Work Ambassadors

Ambassadors serve the School by assisting in a variety of functions serving recruitment and retention purposes. For example, they assist with BamaBound (freshman and new student orientation), Capstone Scholars Day, Homecoming events, and Career Days. Eligibility requirements are (a) declared major in social work and completion of at least 9 hours of social work courses; (b) enrollment at The University of Alabama for at least one year; (c) a social work GPA of at least 3.25; and (d) a UA GPA of at least 3.0. To apply, students must submit to Ms. Mary Sella, Coordinator for Student Services, a statement of interest in the Ambassador Program; a resume; a letter of recommendation from two faculty members; and a letter of recommendation from two students. An application form is provided in Appendix C. Additional information is available from the BSW Program Director.

Social Work Association for Cultural Awareness (SWACA)

This organization provides a structure and forum through which social work students and students from other disciplines can exchange ideas, offer services, and develop programs in the interest of minority communities and the community at large.

Student Government Association (SGA)

The Student Government Association is the official representative organization of the student body at The University of Alabama. Forty-six senators from ten different colleges, including the Graduate and Law Schools, make up the SGA Senate. If you are interested in participating in the Student Government Association on a committee level, you can visit the SGA website (<http://sga.ua.edu>) or its office in 2617, Ferguson Center, or call (205) 348-2742.

Undergraduate Social Work Organization (USWO)

All undergraduate students enrolled in the School of Social Work are eligible to become members of the USWO. This organization provides a format for student discussion of issues, both professional and academic as well as for socializing and fun. This organization allows the students to come together in the mutual interest of the community and of the School. Members of USWO select student representatives to serve with faculty on various school committees. All students are encouraged to become active in this organization.

Appendix A: Educational Policy and Accreditation Standards



COUNCIL ON SOCIAL WORK EDUCATION

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-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work 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, locally and globally.

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, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

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 and methods of curriculum design by balancing requirements that promote comparable outcomes 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 the accreditation standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation standards 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.

“It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.”

Program Missions and Goals

Educational Policy 1.0—Program Mission and Goals

The mission and goals of each social work program addresses the profession's purpose, are grounded in core professional values, and are informed by context.

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.

Program Context

Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the settings and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local, regional, 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, practice, and research.

Accreditation Standard 1.0—Program 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 explains how it is consistent with the profession's purpose and values.
- 1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
- 1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

“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.”

Explicit Curriculum

The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage 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.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice.

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program 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.
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

- M2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- M2.0.2** The program provides a rationale for its formal curriculum design for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.0.3** The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social

- M2.1.1** The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice.
- M2.1.2** The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field.
- M2.1.3** The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.
- M2.1.4** For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate 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 Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.

- 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5 The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.
- 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.
- 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11 The program describes how its field education program 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.

Implicit Curriculum

The implicit curriculum refers to the learning 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 and fair distribution 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 and the mission, goals, and context of the program.

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's 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 3.0—Diversity

- 3.0.1** The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.
- 3.0.2** The program explains how these efforts provide a supportive and inclusive learning environment.
- 3.0.3** The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.

Educational Policy 3.1—Student Development

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

Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

Admissions

- B3.1.1** The program identifies the criteria it uses for admission to the social work program.
- M3.1.1** The program identifies the criteria it uses for admission to the social work program. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering master's social work programs are not to repeat what has been achieved in their baccalaureate social work programs.
- 3.1.2** The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.
- M3.1.3** The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.
- 3.1.4** The program describes its policies and procedures concerning the transfer of credits.
- 3.1.5** 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

- 3.1.6** The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.
- 3.1.7** The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.
- 3.1.8** 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. The program describes how it informs students of these policies and procedures.

Student participation

- 3.1.9** The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.
- 3.1.10** The program describes how it provides opportunities and encourages students to organize in their interests.

* This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Educational Policy 3.2—Faculty

Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, 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, research, 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. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.
- B3.2.4** The baccalaureate social work program identifies no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master's degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** 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.
- 3.2.5** 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.
- 3.2.6** 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.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment.

Educational Policy 3.3—Administrative and Governance 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. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.
- 3.3.2** 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.
- 3.3.3** 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.
- 3.3.4** The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.
 - B3.3.4(a)** The program describes the baccalaureate 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 in social work preferred.
 - B3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.
 - B3.3.4(c)** The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.
- M3.3.4(a)** The program describes the master's 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 master's program director have a doctoral degree, preferably in social work.
- M3.3.4(b)** The program provides documentation that the director has a full-time appointment to the social work master's program.

- M3.3.4(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 specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.
- 3.3.5** The program identifies the field education director.
- 3.3.5(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.
- B3.3.5(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 post-baccalaureate or post-master's social work degree practice experience.
- M3.3.5(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 post-master's social work degree practice experience.
- B3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.
- M3.3.5(c)** The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.
- 3.3.6** The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—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 carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

- 3.4.1** The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and explains how its financial resources are sufficient and stable to achieve its mission and goals.

- 3.4.2 The program describes how it uses resources to address challenges and continuously improve the program.
- 3.4.3 The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all of its educational activities, mission and goals.
- 3.4.4 The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals.
- 3.4.5 The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.
- 3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.

Assessment

Educational Policy 4.0—Assessment of Student Learning Outcomes

Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students' demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-dimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum, and strengthen the assessment methods used.

Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of Social Work Competencies.

Accreditation Standard 4.0—Assessment

4.0.1 The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

- A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.
- At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.
- An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.
- Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students' performance meets the benchmark.
- An explanation of how the program determines the percentage of students achieving the benchmark.
- Copies of all assessment measures used to assess all identified competencies.

4.0.2 The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.

4.0.3 The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely updates (minimally every 2 years) its findings.

4.0.4 The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.

4.0.5 For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.

Appendix B: Summary of the NASW Code of Ethics

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 Relationship

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 at: <https://www.socialworkers.org/pubs/code/default.asp>

Appendix C: BSW Forms and Information

Social Work Requirements for Students

BSW Requirement Sheet Sample Course Schedule Program of Study Plan
Certification of Clearance to Register Form

Student Checklists

Application for the Professional Program

Application for the Professional Program (Honors)

Ambassador Application

FAQs

BSW Requirement Sheet – 2019 Catalog (example only; please use DegreeWorks)

Name _____ CWID # _____

Overall GPA _____ SW GPA _____ UA GPA _____

Writing Exam Passed _____ Admission to Program _____ Advisor _____

Area I (6)	English Composition (101/102)	6			
Area II (12) <i>Humanities/Fine Arts</i> FR/SO	Fine Arts	3			
	COM 123 or COM 122	3-6			
	Humanities or Fine Arts or Lit				
	Literature *	3-6			
Area III (11) <i>Natural Science/ Mathematics</i> FR/SO	BSC 108 or 109 w/Lab				
	Natural Science w/Lab	8			
	Mathematics 110 or higher	3			
Area IV (15) <i>History/Social & Behavioral Sciences</i> FR/SO	PY 101	3			
	SOC 101	3			
	At least 12 hours must have the HI/SB designation	3-6			
	Two courses in two different departments: ANT 100, 102, 103, 270 EC 110, 111 GY 105, 110 PSC 101, 103, 211	6			
Pre-Professional (31) – JR	UA Free Electives	11-15			
	Foreign Language (Not Computer Science)	4-8			
	Statistics (BER 345, PY 211, ST 260, CJ 381, SOC 301)++	3			
	PY 358 or SW 415 PY 372 or SOC 205	6			
	SW 100 (SW 105- honors program), SW 200 (SW 205- honors program), SW 351 (SW 355-honors program)	9			
	SW 101	3			
	SW 310	3			
Social Work (48) JR/SR	SW 401 SW 405(honors program)**, SW 410, SW 411	9			
	SW 440**, SW 441, SW 442	9			
	SW 444	1			
	SW 420 SW 425 (honors program)++, SW 443 SW 445 (honors program), SW 490	15			
	Two SW electives	6			
Honors Seminar (Honors program Only)	6 hours of Honors Foundations: i) Foundations are all UH courses (100-499) (1) IHP 105 or IHP 155 counts as an Honors Foundation. (2) UH 400+ have prerequisites of UH 100, 200, or 300 level courses				
	Totals	≥ 120			

A grade of "C" or better must be earned in all required courses: BSC 108 or 109, COM 123, PY 101, SOC 101, PY 358, PY 372 or SOC 205, statistics, and all Social Work (SW) courses.

* Must have a 6-hour sequence in either literature or history.

** Admission to the Professional Program is required prior to enrolling in 400-level courses. Distance learning students completing SW 440, SW 441, and SW 442s must also register for in-person skills labs.

++ Statistics must be taken prior to SW 420 (Research)

BSW 2nd Degree Requirement Sheet – 2019

Name _____ Student # _____
 Overall GPA _____ SW GPA _____ UA GPA _____
 Writing Exam _____ Admission to Program _____ Advisor _____

	BSC 108 or 109	4
	PY 101, SOC 101	6
	COM 123 or COM 122	3
	Two courses in two different departments: ANT 100, 102, 103, 270, EC 110, 111, GY 105, 110 PSC 101, 103, 211	3
General		3
Education	PY 372 or SOC 205	3
Courses		
(28 hours)		
	PY 358 or SW 415	3
	Statistics**	3
	SW 101	3
	SW 310	3
	SW 100, SW 200, SW 351	9
	SW 401, SW 410*, SW 411	9
Social Work (48)	SW 440, SW 441, SW 442	9
	SW 444	1
	SW 420**, SW 443, SW 490	15
	Two SW electives	6

	Total 76
Effective for students seeking a second bachelor's degree	Hours completed toward degree _____
	Remaining hours _____

A grade of "C" or better must be earned in all required courses: BSC 108 or 109, Math, COM 123 or COM 122, PY 101, SOC 101, PY 358, PY 372 or SOC 205, statistics and all social work (SW) courses.

* Prerequisites for 410 and 440 are Math 100, PY 101, SOC 101 and BSC 108 or 109

** Statistics must be taken prior to SW 420 (Research)

Degree _____ Last 60 hours GPA _____

Sample Course Schedule

Fall Semester		Spring Semester		Summer Sessions	
Course	Hours	Course	Hours	Course	Hours
Freshman Year					
EN 101	3	EN 102 or EN 103	3		
SW 101	3	Math above Math 100	3		
PY 101	3	HY 101 or 102	3		
Foreign Language	3-4	Foreign Language	3-4		
SW 100	3	SOC 101	3		
	15-16		15-16		
Sophomore Year					
Fine Arts	3	Literature	3		
Social Behavioral (from approved list)	3	COM 122 or 123	3		
SW 200	3	SOC 205 or PY 372	3		
Core BSC with lab	4	SW 351	3		
SW 310	3	Core Natural Science (with lab)	4		
	16		16		
Junior Year					
Statistics	3	Social Behavioral (approved)	3		
SW Elective	3	SW 411	3		
SW 410	3	SW 441	3		
SW 401	3	SW 442	3		
SW 440	3	SW 444	3		
	15		15		
Senior Year					
SW 490	9	PY 358 or SW 415	4		
SW 443	3	HY or LIT sequence	3		
SW 420	3	SW Elective	3		
		Free electives	2-5		
	15		12-15		

The University of Alabama School of Social Work BSW Program (use DegreeWorks)

Program of Study Plan for _____, CWID _____, PHONE _____

Date: _____ Advisor: _____

(Fall Professional Program Admission)

Fall _____	Spring _____	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____ Apply for Prof Prog	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____	Interim _____
SW 410 3	SW 444 1	
SW 440(W) 3	SW 411 3	Summer _____
SW 401 (W) 3	SW 441 3	
	SW 442 3	
	SW 420 3	
Hours <u>9</u>	Hours <u>13</u>	Hours _____
Fall _____	Spring _____	Interim _____
SW 443 3		
SW 490 9		Summer _____
Hours <u>12</u>	Hours _____	Hours _____

*A minimum of 120 hours is required; no more than 60 hours from a 2-year college will be credited.

The University of Alabama School of Social Work BSW Program (use DegreeWorks)

Program of Study Plan for _____, CWID _____, PHONE _____

Date: _____ Advisor: _____

(Part-time Professional Program-Fall Admission)

Fall _____	Spring _____	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____ Apply for Prof Prog	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____	Interim _____
SW 410 3	SW 401 (W) 3	
SW 440(W) 3	SW 411 3	Summer _____
	SW 444 1	SW 441 3
		SW 442 3
Hours ____6	Hours ____7	Hours ____6
Fall _____	Spring _____	Interim _____
SW 443 3		
SW 490 9		Summer _____
SW 420 3		
Hours ____15	Hours _____	Hours _____

**A minimum of 120 hours is required; no more than 60 hours from a 2-year college will be credited.*

The University of Alabama School of Social Work BSW Program (use DegreeWorks)

Program of Study Plan for _____, CWID _____, PHONE _____

Date: _____ Advisor: _____

(Spring Professional Program Admission)

Fall _____	Spring _____	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____ Apply for Prof Prog	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____	Interim _____
	SW 401 (W) 3	
	SW 440 (W) 3	Summer _____
	SW 410 3	SW 411 3
	SW 444 1	SW 441 3
		SW 442 3
Hours _____	Hours <u>10</u>	Hours <u>9</u>
Fall _____	Spring _____	Interim _____
SW 443 3		
SW 490 9		Summer _____
SW 420 3		
Hours <u>15</u>	Hours _____	Hours _____

**A minimum of 120 hours is required; no more than 60 hours from a 2-year college will be credited.*

The University of Alabama School of Social Work BSW Program (use DegreeWorks)
Program of Study Plan for _____, CWID _____, PHONE _____
Date: _____ Advisor: _____

(Honors)

Fall _____	Spring _____	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____ Apply for Prof Prog	Interim _____
SW 101 3	SW 310 3	
*SW 100 (105) 3		
*SW 200 (205) 3		Summer _____
*SW 351 (355) 3		
Hours _____ 12	Hours _____	Hours _____
Fall _____	Spring _____	Interim _____
SW 410 3	SW 420 (SW 425)** 3	
SW 440 (W) 3	SW 411 3	Summer _____
**SW 401 (W) (SW 405) 3	SW 441 3	
	SW 442 3	
	SW 444 1	
Hours _____ 9	Hours _____ 13	Hours _____
Fall _____	Spring _____	Interim _____
SW 443 (445) 3		
SW 490 9		Summer _____
Hours _____ 12	Hours _____	Hours _____

A minimum of 120 hours is required; no more than 60 hours from a 2-year college will be credited.

**These courses do not have to be taken together but should be completed prior to entering the professional program (400-level SW courses). At least 2 of these courses must be taken as honors courses.*

***At least one of these courses must be taken as honors courses.*

The University of Alabama School of Social Work BSW Program (use Degree Works)

Program of Study Plan for _____, CWID _____, PHONE _____

Date: _____ Advisor: _____

Blended Professional Program-Evening Course Offerings)

Fall _____	Spring _____	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____ Pass Writing Exam	Spring _____ Apply for Prof Prog	Interim _____
		Summer _____
Hours _____	Hours _____	Hours _____
Fall _____	Spring _____	Interim _____
SW 410 3		
SW 440 (W) 3	SW 411 3	Summer _____
SW 401 3	SW 441 3	
	SW 442 3	
	SW 444 1	
Hours <u>9</u>	Hours <u>10</u>	Hours _____
Fall _____	Spring _____	Interim _____
SW 443 3		
SW 490 9		Summer _____
SW 420 3		
Hours <u>15</u>	Hours _____	Hours _____

A minimum of 120 hours is required; no more than 60 hours from a 2-year college will be credited.

**The University of Alabama School of Social Work
Certification of Clearance to Register**

(The student must ensure that the social work registrar gets the original of this form.
Copies may be used, but each semester there must be original signatures.)

UA Student Honor Code

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.

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.

The following signatures signify that the student (a) understands and agrees to abide by the honor code and (b) has been advised regarding registration for the upcoming semester(s). This form must be signed each spring before the student is cleared for interim, summer, and/or fall, and each fall before the student is cleared for spring.

Student Name / CWID

Date

Advisor

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Fall Checklist for Freshmen

	Need to Do...	When
	Attend Orientation during BamaBound. ¹	Before fall classes begin
	With your advisor, develop a tentative schedule for completing the BSW Program. Update academic plan in DegreeWorks plan.	Before fall classes begin
	Learn your Campus-Wide Identification number (CWID), your MyBama address and password.	By the end of the first week of classes
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities. See the BSW Student Handbook and the various bulletin boards for information.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the Semester
	Check MyBama.	Daily
	Check your midterm grades.	First two weeks in October
	Prepare for the spring semester by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the spring schedule of classes—you may want to modify your tentative schedule in DegreeWorks.	Last two weeks in October
	Review your tentative schedule with your advisor & make changes as necessary.	Last two weeks in October
	Turn in your registration form.	Last two weeks in October
	Register for spring classes.	Begin last week in October

100100

¹If you did not attend a summer orientation session, please schedule one with Ms. Mary Sella, Student Services Specialist.

Spring Checklist for Freshmen

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the semester
	Prepare for the summer and fall semesters by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the schedule of classes—you may want to modify your tentative schedule.	Throughout the semester
	Review your tentative schedule with your advisor & make changes as necessary. Make sure you and your advisor sign your registration form.	Throughout the semester
	Turn in your registration form.	Mid-February
	Register for fall classes (and summer if you wish).	Last two weeks of March
	If you plan to take summer classes elsewhere, get a letter of good standing from our registrar.	End of Semester
	Check MyBama.	Daily

Fall Checklist for Sophomores

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the semester
	Check MyBama.	Daily
	Check your midterm grades.	First two weeks in October
	Prepare for the spring semester by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the spring schedule of classes—you may want to modify your tentative schedule.	Last two weeks in October
	Review your tentative schedule with your advisor & make changes as necessary (Be sure that you will have successfully completed PY 101, SOC 101, and BSC 109 by the end of next semester; be sure that you will have completed the Math classes, prerequisite for MATH 110/112). Make sure you and your advisor sign your registration form.	Last two weeks in October
	Turn in your registration form.	Last two weeks in October
	Register for spring classes.	Begin last week in October
	Participate in a student organization (USWO) or extra- or co-curricular activities.	Throughout the semester
	Get an application for the professional program (download from BSW website) and start working on your essays if you would like to enter the program next fall.	Toward end of semester

Spring Checklist for Sophomores

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Mid-January
	Complete the BSW professional program application checklist and discuss it with your advisor.	Mid-January
	Complete the application for the BSW professional program and submit it to the registrar.	First week of February
	Check MyBama.	Daily
	Prepare for the summer and fall semesters by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the schedule of classes.	Mid-Semester
	Review your tentative schedule with your advisor & make changes as necessary (If you have been accepted into the professional program, be sure you register for SW 410 and SW 440. Be sure you will have completed your statistics class by the end of the summer. Be sure you will have completed SW 100, 200, and 351 before next fall semester if you have been accepted into the fall professional program).	Mid-February
	Turn in your registration form.	Mid-February
	Register for fall classes (and summer if you wish).	Last two weeks in March
	Get an application for the professional program (download from BSW website) and start working on your essays if you would like to enter the program next Spring. Be sure you will have completed SW 101, 100, 200, and 351 before next Spring semester. Complete or enroll in SW 310 (if required) before next Spring semester.	Toward the end of the semester

Fall Checklist for Juniors

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the semester
	Check MyBama.	Daily
	Check midterm grades.	First two weeks in October
	Prepare for the spring semester by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the spring schedule of classes—you may want to modify your tentative schedule.	Last two weeks in October
	Review your tentative schedule with your advisor & make changes as necessary. (Be sure to register for SW 401, SW 411, SW 441, SW 442, and SW 444 for spring if you are in the fall program). If you have been accepted into the professional program for the Spring, be sure you register for SW 410, SW 440, and SW 444.	Last two weeks in October
	Turn in your registration form.	Last two weeks in October
	Register for spring classes.	Begin last week in October
	Be sure you have completed or registered for a statistics class.	Before field
	Participate in a student organization (USWO) or extra- or co-curricular activities.	Throughout the semester
	Have an audit done by our registrar. Make sure all classes you have taken at other schools have been transferred.	After midterm if you haven't received one.
	If you were conditionally admitted to the professional program, be sure you have removed all the conditions.	As noted on your letter

Spring Checklist for Juniors

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the semester
	Check MyBama.	Daily
	Prepare for the summer and fall semesters by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the schedule of classes—you may want to modify your tentative schedule.	Last two weeks March
	Review your tentative schedule with your advisor & make changes as necessary. If you are in the spring program, be sure to register for SW 411, SW 441, and SW 442 for summer (and register for SW 420, SW 443, and SW 490 for the fall). Remember to complete your statistics course before the fall semester.	Last two weeks in March
	Register for fall classes (and summer if you wish).	Last two weeks in March
	Attend field information sessions.	
	Submit field forms.	
	Make an appointment with the field coordinator to discuss potential placements. Set up interviews with the recommended agencies.	
	IF YOU ARE GRADUATING NEXT SEMESTER:	
	Complete your degree application form; available from the registrar. ¹	Toward the end of the semester
	Meet with advisor to ensure you have met all requirements.	Toward the end of the semester

106106

¹ If you are not graduating next fall, you will need to complete your commencement application activities during the semester prior to your anticipated graduation date.

Fall Checklist for Seniors

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the semester
	Check MyBama.	Daily
	Check midterm grades.	First two weeks in October
	IF YOU ARE NOT GRADUATING THIS SEMESTER: prepare for the spring semester by reviewing the <i>BSW Student Handbook</i> , your tentative schedule, and the spring schedule of classes—you may want to modify your tentative schedule.	Last two weeks in October
	Review your tentative schedule with your advisor & make changes as necessary.	Last two weeks in October
	Register for spring classes.	Begin last week in October
	IF YOU ARE GRADUATING THIS SEMESTER:	
	Order your cap and gown.	Toward the end of the semester
	Start your job search or start applying to graduate school!	Throughout the semester
	Access graduation information from the Office of Student Services and Alumni Office....Read this thoroughly.	Throughout the semester
	IF YOU ARE GRADUATING NEXT SEMESTER:	
	Fill out your degree application form, available from the registrar.	Toward the end of the semester
	Start applying to graduate school if that is in your plan!	Throughout the semester

Spring Checklist for Seniors

	Need to Do...	When
	Attend all your classes regularly; participate in them.	Throughout the semester
	Participate in a student organization (e.g., USWO, SWACA, SGA) or extra- or co-curricular activities.	Throughout the semester
	Make an appointment with your advisor anytime you would like to discuss your plans and progress.	Throughout the semester
	Check MyBama.	Daily
	IF YOU ARE GRADUATING THIS SEMESTER:	
	Order your cap and gown.	Toward the end of the semester
	Access graduation information from Office of Student Services and Alumni Office...Read this thoroughly.	Throughout the semester
	Start your job search or start applying to graduate school!	Throughout the semester

The University of Alabama School of Social Work BSW Program

Application for Admission to the Professional Program

Preliminary Checklist

First, read about the Professional Program in the *BSW Student Handbook*. Then, complete this checklist.

- | | | |
|---|-----|----|
| 11. I passed BSC 108 or 109 (or BSC 114/115 or BSC 116/117). | YES | NO |
| a. I passed PY 101 and SOC 101 or I passed one and am enrolled in the other. | YES | NO |
| b. Have you completed PY 101? YES NO If no, are you enrolled? | YES | NO |
| c. Have you completed SOC 101? YES NO If no, are you enrolled? | YES | NO |
| d. Have you completed SW 101 YES NO If no, are you enrolled? | YES | NO |
| e. Have you completed SW 100 or 105? YES NO If no, are you enrolled? | YES | NO |
| f. Have you completed SW 200 or 205? YES NO If no, are you enrolled? | YES | NO |
| g. Have you completed SW 351 or 355? YES NO If no, are you enrolled? | YES | NO |
| h. Have you completed MATH 110 or 112? YES NO | | |
| i. If no, have you completed MATH 100? YES NO | | |
| 12. I have completed at least 45 credit hours toward my undergraduate degree. | YES | NO |
| 13. I will have completed at least 54 credit hours toward my degree by the end of this spring or next summer semester. | YES | NO |
| 14. My overall GPA is at least 2.25. | YES | NO |
| a. What is it? _____; Date _____ | | |
| 15. My Social Work GPA is at least 2.5. | YES | NO |
| a. What is it? _____; Date _____ | | |
| 16. If I completed any of my academic work (past high school) at any institution other than UA, I have submitted ALL my transcript(s) to the UA Records Office, Box 870134. | | |
| YES NO | | |
| 17. I have read the <i>NASW Code of Ethics</i> . | YES | NO |
| 18. I agree to abide by the <i>NASW Code of Ethics</i> . | YES | NO |
| 19. I agree to abide by the <i>Capstone Creed</i> (see below). | | □ |

“As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.”

Please review and sign:

Violations of the NASW Code of Ethics or the Capstone Creed may result in dismissal from the social work program and the University.

Signature

Date

The University of Alabama School of Social Work BSW Program

Application for Admission to the Professional Program

Essay Instructions and Application Cover Page

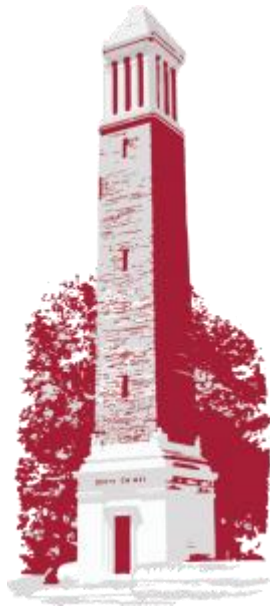
If you have answered all the items on the list on the reverse side of this page, or if your advisor indicated you should apply, follow the instructions here.

1. Provide the information requested in the box below.
2. Write three short essays (**use a typewriter or computer and printer**) and attach them to this cover page. ***Do not put your name on the essays.*** Each essay must be at least 350 words. In each essay, be sure to address each question.
 - a. **Essay I:** Why do you want to enter the professional program in social work? What experiences led you to think that social work is an appropriate career goal for you? What special circumstances, if any, should be considered by reviewers of your application?
 - b. **Essay II:** Identify a major social problem that interests you and discuss it. What do you think might be some of the causes of the problem? Imagine that you are a social worker and describe how you might intervene to address the problem. If you use sources for your essay, be sure to cite them according to APA style.
 - c. **Essay III:** What is the *NASW Code of Ethics* and what is its purpose? Discuss one of the principles or standards in the *Code of Ethics*, explaining how you would apply it as a social worker who works with clients.
3. Submit your application (this cover page, the checklist, and your essays) to Ms. Gwen Montgomery, 1029, Little Hall.

Name _____	CWID# _____
Local Address _____	
Phone _____	Email _____
List all colleges and universities, other than UA, that you have attended _____ _____	
Signature _____	Date _____

THE CAPSTONE CREED

The Capstone Creed is a statement of UA student values developed by the Student Leadership Council. The Capstone Creed is the pledge made at convocation by each incoming freshman class at the start of the academic year.



Denny Chimes

“As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.”

The University of Alabama School of Social Work BSW Program

Application for Admission

Honors BSW Professional Program

Preliminary Checklist

First, read about the Professional Program in the *BSW Student Handbook*. Then, complete this checklist.

1. I am currently enrolled and in good standing with the UA Honors College. YES NO
2. I passed BSC 108 or 109 (or BSC 114/115 or BSC 116/117). YES NO
 - a. I passed PY 101 and SOC 101 or I passed one and am enrolled in the other. YES NO
 - b. Have you completed PY 101? YES NO If no, are you enrolled? YES NO
 - c. Have you completed SOC 101? YES NO If no, are you enrolled? YES NO
 - d. Have you completed SW 100 or SW 105? YES NO If no, are you enrolled? YES NO
 - e. Have you completed SW 200 or SW 205? YES NO If no, are you enrolled? YES NO
 - f. Have you completed SW 351 or SW 355? YES NO If no, are you enrolled? YES NO
 - g. Have you completed at least six (6) lower division hours in honors pre-social work courses?
YES NO
 - h. I completed the math requirement. YES NO
 - i. Have you completed MATH 110 or 112? YES NO
 - j. If no, have you completed MATH 100? YES NO
2. I have completed at least 45 credit hours toward my undergraduate degree. YES NO
3. I will have completed at least 54 credit hours toward my degree by the end of this spring or next summer semester. YES NO
4. My overall GPA is at least 3.3. YES NO
 - a. What is it? _____; Date _____
5. My Social Work GPA is at least 3.5. YES NO
 - a. What is it? _____; Date _____
6. If I completed any of my academic work (past high school) at any institution other than UA, I have submitted ALL my transcript(s) to the UA Records Office, Box 870134. YES NO
7. I have read the *NASW Code of Ethics*. YES NO
8. I agree to abide by the *NASW Code of Ethics*. YES NO
9. I agree to abide by the *Capstone Creed* (see below). ☐

“As a member of The University of Alabama community, I will pursue knowledge, act with fairness,

integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.”

Please review and sign:

Violations of the NASW Code of Ethics or the Capstone Creed may result in dismissal from the social work program and the University.

Signature

Date

The University of Alabama School of Social Work BSW Program Application for Admission to the Professional Program

Essay Instructions and Application Cover Page

If you have answered all the items on the list on the reverse side of this page, or if your advisor indicated you should apply, follow the instructions here.

1. Provide the information requested in the box below.
2. Write three short essays (**use a typewriter or computer and printer**) and attach them to this cover page. ***Do not put your name on the essays.*** Each essay must be at least 350 words. In each essay, be sure to address each question.
 - a. **Essay I:** Why do you want to enter the professional program in social work? What experiences led you to think that social work is an appropriate career goal for you? What special circumstances, if any, should be considered by reviewers of your application?
 - b. **Essay II:** Identify a major social problem that interests you and discuss it. What do you think might be some of the causes of the problem? Imagine that you are a social worker and describe how you might intervene to address the problem. If you use sources for your essay, be sure to cite them according to APA style.
 - c. **Essay III:** What is the *NASW Code of Ethics* and what is its purpose? Discuss one of the principles or standards in the *Code of Ethics*, explaining how you would apply it as a social worker who works with clients.
3. Submit your application (this cover page, the checklist, and your essays) Ms. Gwen Montgomery, 1029, Little Hall.

Name _____ CWID# _____

Local Address _____

Phone _____ Email _____

List all colleges and universities, other than UA, that you have attended _____

Signature _____ Date _____

The University of Alabama School of Social Work
BSW Honors Program
Capstone Honors Project Proposal

Proposal Instructions and
Application Cover Page

The Capstone Honors Project, a multifaceted assignment, serves as a culminating experience for BSW Honors students. Capstone Projects may take a wide variety of forms, but most are long-term multistep projects that culminate in a final product, presentation, or community service event. Students will apply in-depth knowledge of generalist social work practice to their projects that emphasize values consistent with those of the social work profession.

Capstone Projects are intended to help students develop critically thinking skills, goal-setting skills, problem-solving skills, communication skills, including public speaking, research skills, media literacy, teamwork, planning, independent thought, and initiative. BSW Honors Program applicants will work with their Honors Advisor to develop a proposal for their Capstone Honors Project, although work for the Project may begin as early as the Honors Introduction to Social Work course. The proposal should be submitted with the application materials for the BSW Honors Program. The Capstone Honors Proposal must be written in APA format and include the following sections:

I. Background and Justification

This section should provide a brief introduction to the current social problem and discuss how generalist social work intervention can be used to address this issue. This section should also include a discussion of the population most affected by this issue and how they will potentially benefit from this project. The background should also describe:

- a. The problem or critical issue which the proposal seeks to resolve
- b. How the proposal relates to other relevant national development strategies and policies
- c. Whether there are other programs and activities which will complement the proposal
- d. How the need for the project was determined
- e. How intended beneficiaries were involved in project identification and planning

II. Project Objectives

The discussion should indicate the specific objectives which the proposal, if successful, is expected to attain, and how achieving the objectives is expected to contribute to improved well-being and livelihood of the project beneficiaries and the larger community. Several learning objectives the student believes may be attained for themselves through project completion should also be included.

III. Expected Project Results

This section should describe the overall results that the project is expected to accomplish. The section should also contain speculation on whether there may be unintended effects of the project, and how these possible challenges might be addressed.

IV. Project Implementation and Management

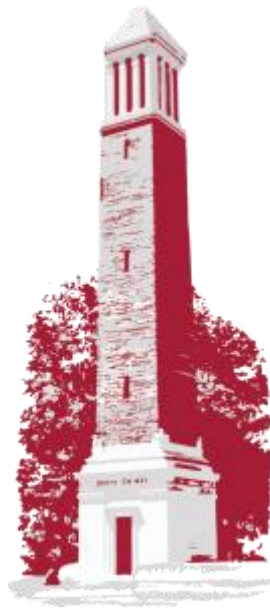
This section should describe how each project objective will contribute to project completion and how each objective will be attained in terms of planned activities, their timing and duration, and who will be responsible for each activity. This can be summarized in a simple table, for example, through the use of a Gantt Chart. It should also describe the expected role of the intended beneficiaries in project implementation and evaluation.

V. Project Monitoring and Evaluation

This section should discuss proposed mechanisms and procedures for monitoring of project operations to ensure that activities occur as planned and that they remain focused and directed towards stated objectives. This section should describe what an outside observer might see that would convince them the project remained on target and that it had the intended effect(s). This section should also identify how intended beneficiaries will be involved in monitoring and evaluation.

THE CAPSTONE CREED

The Capstone Creed is a statement of UA student values developed by the Student Leadership Council. The Capstone Creed is the pledge made at convocation by each incoming freshman class at the start of the academic year.



Denny Chimes

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BSW AMBASSADOR APPLICATION

Name: _____ CWID#: _____

of SW credit hours completed: _____ Semesters at UA: _____

SW GPA: _____ UA GPA: _____

List of individuals who will provide letters of recommendations:

1. _____
2. _____
3. _____
4. _____

STATEMENT OF INTEREST IN THE AMBASSADOR PROGRAM

Signature

Date

Appendix D: Academic Bankruptcy

The following specific guidelines apply to any petition for Academic Bankruptcy:

1. Academic Bankruptcy is never granted for a semester in which the student is currently enrolled or has just completed.
2. Petitions must be filed prior to graduation.
3. Only one (1) petition for Academic Bankruptcy shall be granted during the student's academic program, and relief shall be limited to one semester's work.
4. If the petition is approved, the grades for all courses taken during the semester will be recorded as "W" (withdrawn).

The procedure followed is:

1. The student write a petition containing the following documents:
 - a. A complete set of transcripts showing all college-level coursework;
 - b. A statement of the circumstances which were responsible for the poor academic performance;
 - c. Supporting evidence outlining the dates and places the problem began to develop, how problems affected academic performance, the help that was sought and received, and how the problems were resolved; and
 - d. Evidence supportive of all claims made in the petition.
2. The student submits the petition to his/her advisor.
3. The advisor renders an initial decision on the petition, and then forwards the petition with his/her signature to the program director for recommendation to the dean. If academic bankruptcy is granted, the Office of Student Services will see that all grades for the term are changed to "W" and the student's record carries the notation "retroactive withdrawal granted."

Petitions for Academic Bankruptcy are held in strictest confidence. Petitions should be as specific and detailed as possible.

Appendix E: The University of Alabama Academic Misconduct Disciplinary Policy

This policy was revised and became effective in January 2005. It is available online:
<http://facultyhandbook.ua.edu/?s=Academic+misconduct>.

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 documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.
- b. Except in divisions which have an alternate academic misconduct policy which has been approved by the Provost/Vice President for Academic Affairs, 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/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 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/Vice President for Academic Affairs 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/Vice President for Academic Affairs.

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.

Appendix F: Policy on Plagiarism and Falsification of Data

The following is a modification of the Graduate School Policy on Plagiarism and Falsification of Data that was adopted as policy by the BSW Program Committee 1/29/92.

The purpose of this policy statement is to clarify the obligations of students in their use of sources and in their reporting of data, and to establish a procedure for dealing with any violations that might occur.

I. The proper use of sources.

Although the details of form vary among the various style manuals, the tradition of differentiating between a writer's original wording and the wording found in his or her sources is common to them all. Specifically, in making a comment about or in summarizing a work as a whole, quotation marks and specific page numbers are not normally required provided *the actual words of the source are not used*.

Example: Early vocational theorists (Kitson, 1925; Parsons, 1909) relied heavily on what is known as the trait factor theory.

Here, the writer is providing an original description of the work of Kitson and Parsons. Quotation marks would be inappropriate because the writer has not copied the description or any part of it from any unique source. The works summarized are acknowledged parenthetically with the names of their authors and the dates of their publication according to the conventions of the *APA Style Manual*. (Researchers who use other style manuals should consult them for the proper forms to use in these circumstances.)

In determining whether a given phrase requires quotation marks, the distinction between a *unique* source and other sorts of influence is an important one. It is quite likely, for example, that the phrase "trait factor" or even "trait factor theory" was not the original invention of the researcher who summarized Kitson's and Parson's work. It is also likely, though, that those phrases are common in the literature being discussed and could have been copied from any number of sources, so that adding quotations and specific page numbers to indicate the original occurrence would probably be impossible and certainly pointless.

When the writer chooses to use the actual words of a unique source, the following conventions must be observed.

- A. The words must be copied *exactly* as they are in the source, except when ellipsis dots or brackets are used to indicate additions, alterations, or deletions.
- B. The reference must include not only the year of publication but also the page number as well.
- C. The quoted passage must be enclosed in quotation marks if it is short or separately indented if it is long.

As a rule, a quotation of more than three lines is indented.

Examples:

In a recent article regarding career counseling research, Oliver (1979) suggested that the “increased interest in career counseling has led to the need for measuring the impact of career counseling” (p. 217). McDermott (1977) made the following recommendation in his doctoral dissertation:

Different methods of career information delivery should be studied to discover which are the most effective; general career information should be studied to determine more precisely the effectiveness of each type of information on career development as measured by career maturity. (p. 5927A)

Notice that quotation marks are not used in block quotations; the indentation signals that the material is quoted.

II. Plagiarism

Plagiarism in its purest form involves the copying of entire passages either verbatim or nearly verbatim, with no direct acknowledgment of the source. Outright plagiarism needs no exemplification: researchers who copy from sources without acknowledging them know, or ought to know, that they will be liable to the severest academic penalties and, in some cases, to civil penalties as well.

Sometimes plagiarism is subtly disguised, as it is in the passage below:

Example:

Bahr, Chadwick, and Stauss (1979) pointed out that social distance and personal distance tend to be congruent and complementary, but personal-distance rules may emerge to define relationships not covered by social-distance norms. They stated that if a society has social-distance norms forbidding intermarriage but permitting acquaintance with members of an ethnic group, the appropriate personal-distance rules would be developed by the individual to regulate his or her interaction. According to Bogardus (1954), social distance includes personal distance.

In this passage two forms of plagiarism occur. The first is that in not using quotation marks, the writer is indicating that the first paragraph is an original paraphrase of Bahr, Chadwick, and Stauss. It isn't. In fact, every word except for the two introductory clauses—Bahr, Chadwick, and Stauss (1979) pointed out that, and “They stated that”—was copied directly from p. 220 of the book cited in the notes (*American Ethnicity*.)

The second paragraph in the example is also a form of plagiarism in that it purports to be the researcher's summary of Bogardus. It isn't. The summary appears in *American Ethnicity* just below the paragraph that was improperly quoted in the first paragraph of the example. Whether the

writer took the trouble to look at Bogardus in the original is irrelevant; consulting the original first hand would not entitle a researcher to use someone else's summary of it without proper attribution.

Another form of plagiarism occurs when, instead of quoting a passage directly, a writer attempts to avoid the necessity of using quotation marks by making a few superficial changes in the text.

Example:

Mayr (1982) noted that the essential difference between Lamarck's and Darwin's mechanisms of evolution is that for Lamarck the environment and its changes had priority. They produced needs and activities in the organism that caused adaptational variation.

Every word after "that" in the first line was copied verbatim from Mayr, *The Growth of Biological Thought*, p. 354, except that "essential" was "crucial" in the original, Darwin's name came before Lamarck's, and the phrase and "these in turn" in the original of the second sentence was replaced by "that." In short, the sentence is too close to the original to be considered a paraphrase, and yet it is altered so that it cannot be regarded as a quotation. It is *de facto* plagiarism, and although writers who commit this impropriety may plead ignorance of the conventions, ignorance of this sort cannot be condoned or excused.

III. Avoiding Plagiarism

The best way to avoid plagiarism is to study the conventions carefully with an understanding of their purpose, which is to acknowledge indebtedness to previous scholars for phrases, insights, or information that may have affected the researcher's approach to the problem at hand. In mature scholarship, quotations serve a purpose that would not be served by paraphrase; they include a technical definition, an authoritative or controversial opinion, an important distinction, a noteworthy phrase, or some other quality that makes them interesting or important for the reader to see in the original form. Paraphrasing is more appropriate than quotation when the research is summarizing an entire document or a lengthy part of it. As a rule of thumb, when researchers are relying so heavily on a particular passage that they must have a copy of it before them as they write, chances are they should quote the passage verbatim and acknowledge it rather than attempt to paraphrase.

Beginning scholars should also be mindful of these other required conventions.

- A. When material is quoted, it must be quoted exactly as it appears in the original, mistakes and all; any additions, deletions, or alterations must be clearly signaled by brackets or ellipsis dots as indicated in the style manuals.
- B. The acknowledgment of material that is quoted or paraphrased from a single passage in the original must include the page number or numbers on which the original appeared.
- C. Data that are not commonly available should never be cited without a clear indication of their source.

- D. Terminology or phraseology that is not common in the literature should never be copied without proper acknowledgment.
- E. Changing a few words in a source to avoid the necessity of quotation marks is at best amateurish scholarship and at worst outright plagiarism.

In general, researchers should study the appropriate style manual before beginning a research project and consult with faculty as frequently as necessary as they draft their reports.

IV. Falsification of Data

The national press and specialized academic publications have in recent years reported cases in which researchers have deliberately falsified their data or used data that they knew or should have known were unreliable. Obviously this practice is unethical in itself, and it erodes public confidence in scientific and scholarly investigation. Researchers themselves must be the primary custodians of their own integrity in these matters, but faculty members must be reasonably cautious about endorsing the work of their students if they have any doubt about its authenticity. It is, of course, important for faculty members and students to establish an atmosphere of mutual trust so that research can be conducted and reported frankly and freely. When violations of this trust are discovered, however, either by supervising faculty or by other knowledgeable persons, they will be regarded as serious academic misconduct and will be treated according to the procedures already in place in each academic division.

Appendix G: Independent Study Policy and Proposal Form

Students in each of the degree programs may complete no more than one Independent Study during the course of study in the respective degree 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 specific degree 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. Independent Study will not exceed three hours of credit.

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

1. Specific goals and objectives;
2. Discussion of the rationale for the project, including how it supports the requirements of the student's degree program;
3. Discussion of the methodology to be followed;
4. Selected bibliography of primary sources to be used; and,
5. Description of how the project will be monitored and evaluated.

Requests for completing an Independent Study project should be done 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 BSW Program Director for approval. Final approval of the request is made by the associate dean. The request must include a thorough description of the project and include the material noted above.

THE UNIVERSITY OF ALABAMA SCHOOL OF SOCIAL WORK
REQUEST FOR INDEPENDENT STUDY (SW 498)

Semester _____ 20 _____

School in which student is enrolled _____

Name _____ CWID# _____

Address _____

_____ City _____ State _____ Zip Code _____

Email Address _____

Telephone Number(s) _____

Date submitted for approval _____

Signatures:

Student _____ Date _____

Advisor _____ Date _____

Supervising Instructor _____ Date _____

Program Director _____ Date _____

Associate Dean _____ Date _____

Appendix H: 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 Academic Vice President. 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 grievance. If the department chairperson concludes that there is a reasonable or sound basis for the grievance, or if the student insists on filing the grievance anyway, then the department chairperson will arrange conferences with the student and the 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 the other person(s) will be informed that the purpose of the 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 information when these conferences are scheduled.

- C. At the beginning of these conferences, the department chairperson will inform the student and the other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as an intermediary between the student and the 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 the 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 chair 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 final decision. The academic dean will arrange conferences with the faculty member, student, and others, as may be appropriate, to discuss the matter in question. The student and the 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 Academic Vice President, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Academic 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 Academic Vice President (not the official convening the panel), one student (appointed by the President of the SGA), and one faculty member will come from the division holding jurisdiction for resolving the academic grievance; 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 Academic Vice President 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 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 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 academic vice-president.

Appendix I: Policies and Procedures for Evaluating Students' Professional Preparedness

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 director 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 director 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 director 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 director consultation may include:

- (a) a determination that the alleged behavior does not constitute an ethical violation or impairment serious enough to interfere with practice effectiveness;
- (b) the development of a plan for remediation of the behavior while the student continues in the social work program;
- (c) the student’s temporary withdrawal from the social work program; or
- (d) 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 director 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 director will notify the student and his/her academic advisor, in writing, of the allegations. The program director 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 to the student alleged to have problems.

4. The program director 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 director.

The remediation plan will be explicit with stated criteria and deadlines for assessing its success or failure. The program director 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 director, 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 director 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 director, 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 director will implement the decision of the Hearing Panel.

Appendix J: 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 receives 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 affect 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.

BSW FAQs



1. Why should I declare a major in social work?

A degree in social work prepares students for professional social work practice, a growing and dynamic profession in which you promote the well-being of individuals, groups, and communities. Social workers are employed by hospitals, schools, child welfare agencies, criminal justice settings, advocacy organizations, organizations that serve veterans and active duty military, mental health service providers, and more. The degree also provides an excellent foundation in problem-solving, communication, and inter-professional collaboration, skills which are valued by many professions and graduate degree programs.

2. What are the prerequisites for the BSW Professional Program?

- 54 hours, overall GPA of 2.25
- PY 101 or PY 105, SOC 101, and BSC 108 or BSC 109 or BSC 114/115, or BSC 116/117 or BSC 118 or BSC 120
- Math 100 or placement into college-level math (Math 110 or Math 112 or higher)
- Minimum GPA of 2.50 in social work courses
- Completed professional program application
- SW 100 or 105, SW 200 or 205, and SW 351 or 355

3. Do I have to take two literature classes and two histories? NO!

- You must take HY 101 **or** HY 102 (Western Civilization). A student may take HY 103 or HY 104 instead of HY 101 or HY 102 if they have taken GY 105.
- You must take either two lits and one history **or** two histories and one lit.
- You must take a sequence in either history or literature (e.g. HY 101 & HY 102; any two lits).
- Taking two lits and one history will allow you to more easily complete your humanities and fine arts requirements (e.g., any two lits and HY 101 or any two lits and HY 102).

4. What else do I have to take to complete my core requirements?

- You must take Public Speaking (COM 123). This is a humanities class.
- You must complete two courses from the following list. At least one course must hold the SB designation and the two courses selected must not be from the same department.
 - ANT 100 Introduction to Anthropology **(SB)**
 - ANT 102 Introduction to Cultural Anthropology **(SB)**
 - ANT 103 Introduction to Archaeological Anthropology **(SB) (HU)**
 - ANT 270 Introduction to Physical Anthropology
 - EC 110 Microeconomics **(SB) (SS)**
 - EC 111 Macroeconomics **(SB) (SS)**
 - GY 105 World and Regional Geography **(SB) (SS)**
 - GY 110 Principles of Human Geography **(SB) (SS)**
 - PSC 101 American Politics **(SB)**
 - PSC 103 Public Policy **(SS)**
 - PSC 211 State and Local Government
 - XXX 155 A freshman seminar, with advisor's approval (e.g., SW 155, PY 155, or HD 155)
 - IHP 105 Culture and Human Experience
 - UH 105 Honors Mentoring

5. How do I decide what foreign language to take?

- *Computer programming does not satisfy our foreign language requirement.*
- If you did not have foreign language in high school you should begin with a 101 class.
- If you had less than two years of foreign language in high school you should begin with a 101 class.
- If you had two years of foreign language in high school, please refer to the Undergraduate Catalog for placement information or begin with a 101 class in another language.
- If you place into a 103 class, you are required to take only that class (only one semester).
- Many students choose Spanish because of the growing Spanish speaking population but others choose from the variety of language classes available.

6. How can I complete my science requirements?

- UA requires 8 credit hours of natural science, including a lab with each of the two classes.
- The School of Social Work requires human biology (BSC 108 or 109 or BSC 114/115, or BSC 116/117 or BSC 118 or BSC 120) as one of your natural sciences.

7. What math courses do I need to take and when?

- One core math class (Math 110, Math 112, or a higher-level math class).
- During orientation you may be informed that you need to complete Math 100 (and perhaps Math 005 as well) before taking a core math.
- You must be eligible for a core math before entering the professional program.
- You *should* complete Math 100 or a higher-numbered math course before taking statistics, which you *must* complete before enrolling in SW 420 and beginning your field placement.

8. What electives should I take?

- To complete your required 120 credit hours, you may take 11-15 hours of “free electives.” “Free elective” means any university class of your choice.
- If you are a freshman you may want to consider a freshman seminar for a freshman elective.
- If you are having difficulty with classes, you may want to take some of the study help classes, such as BEP 110, NEW 122, or BCE 101.
- Some students choose to double major. If you choose to do so, your free electives should be taken in the second major subject area—discuss this with your advisor in the division of your other major.
- You may wish to declare a minor. If so, you should take the classes required for that minor. You need to check with an advisor in the department of study to determine requirements for a minor.
- In **addition** to your free electives, you must complete 6 hours of social work electives.
- Refer to the class schedule in *MyBama* or the BSW Bulletin Board for social work electives offered in a given semester.

9. What courses are considered social work electives?

100-400 level courses that are not required are considered social work electives, with the exception of SW 101, SW 310 and SW 444. SW 101 is a one-hour orientation course that counts as elective credit, but not social work elective credit. SW 310 is a professional writing course that counts as an elective credit, but not as an SW elective credit. SW 444 is a one-hour field preparation course that counts as an elective credit, but not as a SW elective credit. Below is a list of three-hour social work electives that have been offered in the past:

- SW 155 Freshman Seminar (topics vary from semester to semester)
- SW 206 Growing Old in America
- SW 208 Juvenile Delinquency: Causes, Control, and Services
- SW 210 Family and Child Welfare
- SW 212 Death, Dying, and Bereavement
- SW 300 Special Topics (topics vary from semester to semester)

- SW 320 Volunteerism in Human Services
- SW 345 Traumatic Stress in Social Work: Education
- SW 414 Chemical Dependency
- SW 419 International Social Development
- SW 437 Forensic Social Work
- SW 498 Independent Study

***Additional electives may be offered in future semesters.**

10. What grades do I need?

- You must meet the University's Scholastic Progress Standard. This standard specifies a minimum GPA—it varies with the number of credit hours you have achieved. Refer to the *Undergraduate Catalog* or the *BSW Handbook*.
- To be accepted into the professional program, you must have achieved an overall GPA of at least 2.25 and a Social Work GPA of at least 2.5.
- Once you are in the professional program, you must maintain an overall GPA of at least 2.25 and a Social Work GPA of at least 2.5.
- You must earn at least a C- in each course required by the School of Social Work,

11. When is the deadline for application into the professional program?

- The deadline for application is February 15 for admission in the following fall semester.
- Missing the deadline may delay your admission into the program for 1 year.
- The deadline for application is September 15 for admission in the spring semester.
- Missing the deadline may delay your admission into the program for 1 year.

12. Why is the professional program application deadline so early?

- Faculty need time to review all the applications and to make decisions. (Few faculty are available for such tasks during the summer.)
- Having a decision during the spring semester allows you to plan for fall.

13. What if I think I am ready for the professional program, but I have not met all the prerequisites?

- SEE YOUR ADVISOR
- You may be eligible for conditional admission.

14. Where can I find more information?

School of Social Work Website: <http://sw.ua.edu/>.