Revised August 2022

This handbook was prepared to provide information and does not constitute a contract. Although every effort has been made to ensure the accuracy of the information in this University of Alabama MSW Student Handbook, those who use the Handbook should note that policies and procedures change from time to time and the changes may not yet be reflected in this document. In addition, a document of this size cannot include all of the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the program director, the associate dean, or other appropriate individuals in the School of Social Work or The University of Alabama.
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Students enrolled at The University of Alabama School of Social Work Master’s Program are expected to comply with the following code:

### Summary of Ethical Principles

These principles set forth ideals to which all social workers should aspire.

- **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 a person.

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

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

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

Visit NASW for a complete description on the Ethical Principles.

To purchase a complete copy of the NASW Code of Ethics use the link: [http://www.naswdc.org/pubs/code/](http://www.naswdc.org/pubs/code/)
The University of Alabama School of Social Work

About the School

The School of Social Work was established in 1965 by an act of the Alabama Legislature to address the state’s critical shortage of and pressing need for professionally trained social workers. Since our founding, we have been proud to lead the charge in training students for tomorrow’s workforce. Prior to 1965 there were fewer than 100 trained social workers in the state, accounting for about 19 percent of the persons employed in the state’s social welfare positions. Forty-eight of the state’s 67 counties had no professional social workers. Today, our program is the only one of its kind in the state that offers BSW, MSW, DSW and PhD degrees in social work.

Our Vision

Leading the country in community-engaged research in health, behavioral health, and social and economic justice solutions for Alabama and the nation.

The School of Social Work

UA SSW 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 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.
Master of Social Work Program

MSW Program Mission Statement

To prepare advanced scholar practitioners to improve the lives of individuals and families, enhance community well-being, and advocate for policies that support systemic change.

MSW Program Goals

Graduates of the MSW Program will be able to:

- Deliver evidence-based social work practice to diverse client systems.
- Advocate for vulnerable populations at the individual, group, and community levels.
- Engage in culturally competent advanced social work practice with diverse groups.
- Analyze, formulate, and influence organizational and government policies.
- Apply social work values and ethics to practice.

MSW Program Curriculum Themes

This program emphasizes five themes underpinning the foundation and the concentration year objectives.

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

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

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

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

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

Foundation Objectives – 60 Credit hour

Upon successful completion of the first-year coursework, MSW students can demonstrate the ability to:

1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change to advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Apply the knowledge and skills of generalist social work perspective to practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and their families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communications skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Advanced Standing Objectives – 42 Credit Hour

Upon successful completion of coursework, students will demonstrate:

1. The ability to apply effectively selected models and methods of advanced social work practice, consistent with social work values and ethics, with an emphasis in public and non-profit social services.
2. The ability to use reflectively the theoretical approaches and knowledge bases underling in their practice with particular attention to the life course perspective.
3. The ability to evaluate their own practice.
4. The ability to analyze the impact of social welfare policies on clients and practice situations.
5. The ability to practice in ways that are culturally and gender appropriate with low-income persons and with those who have experienced social and economic injustice.
MSW Concentrations

MSW students can choose between two concentrations, required.

A. Social Work with Children, Adolescents, and their Families (CAF)
   - SW 564 – SW Practice with Adolescents and Mental Health
   - SW 565 – SW Practice in Welfare and Family Services

B. Social Work with Adults and their Families (AF)
   - SW 532 – SW Practice with Adults and Mental Health
   - SW 533 – Model and Methods in Gerontological SW Practice

Concentrations must be determined within 2-weeks from the start of orientation.

Courses to fulfill concentration requirements include:

- SW 501 – Social Welfare Policy
- SW 525 – Evaluation Research
- Two concentration courses are required *
- Three electives
- A field placement related to the concentration

*The concentration courses require an additional in-person component for the Primarily Online Program for Distance Learners. To complete the 3-credit hour concentration practice course; 2 credit hours are designated for the class and 1 credit hour for the skills lab.

Skills labs follow the “2-and-2 model” (2 in-person and 2 virtual). Locations are based on student enrollment. The labs are typically offered in Alabama, Georgia, and Mississippi.

Review designated Curriculum Plan to verify all course that requires skills labs based on semester.
Social Work Competencies
The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while preceding statements represent the underlying content and processes that inform the behavior.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand that 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 judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and a recommitted 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 ethnically and appropriately to facilitate practice outcomes;
- Use supervision and consultation to guide professional judgement and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and differences characterize and shape the human experience and are critical to the formation of identify. The dimensions of diversity are understood as the intersectionality of multiple factors including but no 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, because 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;
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**Competency 3: 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, healthcare 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 ones 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 an environmental justice.

**Competency 4: 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 for multidisciplinary sources and multiple ways of knowing. The also understand the processes for translating research field 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 and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy and service delivery.

**Competency 5: Engage in Policy Practice**

Social workers understand that human right 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 that history and current structures of social work 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 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

**Competency 6: Engage with Individuals, Families, Groups, Organization, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, 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 interprofessional 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 client and constituencies; and use empath, reflection and interpersonal skills to effectively engage diverse clients and constituencies.
Competency 7: 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 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
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: 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 communication in interventions, recognizing that benefit outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

SOCIAL WORKERS:

- Critically choose an implement intervention 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 the analysis of assessment data from clients and constituencies
- Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transactions and endings that advance mutually agreed-on goals

**Competency 9: 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
- 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
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
University Resources

ACTion Card

Your Action Card, or “ACT Card” is your official student ID for The University of Alabama. The ACT card is used for Bama Cash, Dining Dollars, meal plans, building access, NCAA athletic events, University recreation centers, the Student Health Center, campus entertainment events and more!

Act Card | The University of Alabama (ua.edu)

Set up Action Card ID:
It’s essential for on-campus students to have an ACT Card created at “The Hub,” or the Main Bus Hub.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Drive Parking Deck 451 Campus Drive East Tuscaloosa, AL 35401</td>
<td>205-348-2288 205-348-7900 (fax)</td>
<td><a href="mailto:actioncard@ua.edu">actioncard@ua.edu</a></td>
</tr>
</tbody>
</table>

Mobile ACTion Card

Students, faculty, and staff can add their ACT Cards in Apple Wallet on iPhone and Apple Watch and in Google Play on Android phones as a digital ID card.

Set up Mobile Action Card ID:
https://actcard.ua.edu/mobileactioncard/

Replace a Lost or Stolen Card:
https://actcard.ua.edu/policies-and-fees/

Alabama (In-State) Residency

Answers to questions regarding resident and non-resident status from The Office of the University Registrar.

Residency for Tuition Purposes — The Office of the University Registrar — The University of Alabama | The University of Alabama (ua.edu)

Application for master’s degree diploma

All MSW candidates must submit a degree application in order to graduate. The application is available through the student’s myBama account. **This application must be completed at the start of the semester if the student intends to graduate at the end of that term.**

Review referenced links for deadlines.
Books

Please refer to your syllabus for accurate textbook information. Textbook purchases can be made through any vendor and the University Supply Store.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supply Store (Ferguson Center) 751 Campus Drive West Tuscaloosa, AL 35487</td>
<td>205-348-6168</td>
<td><a href="mailto:textbooks@ua.edu">textbooks@ua.edu</a></td>
</tr>
</tbody>
</table>

Career Center

A full-service resource center for UA students and alumni to seek guidance with planning a career, developing job-search strategies, and more. Most services offered can be accessed online.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
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<tbody>
<tr>
<td>Main Career Center 3400 Ferguson Center Tuscaloosa, AL 35487</td>
<td>205-348-5848</td>
<td><a href="https://career.sa.ua.edu/">https://career.sa.ua.edu/</a></td>
</tr>
</tbody>
</table>

Manager of Experiential Learning & Career Advisor for the SSW

Kristi Wheeler-Griffin
Tiffany Goodin

Email: kwheel@ua.edu
tiffany.goodin@ua.edu

Handshake – is The University of Alabama’s online recruiting system that allows students 24/7 access to search jobs and apply for on-campus interviews.
https://ua.joinhandshake.com/login

Career Center’s calendar lists scheduled events throughout the semester, including on-campus interviews, information sessions, and career fairs.
https://mysource.ua.edu/organization/careercenter/events
Counseling Center Services

Personal counseling by licensed and qualified mental health professionals. Services are confidential so that students can be assured of privacy. The number of visits students receive varies. The counseling center can provide up to 15 counseling sessions per academic year. Resources include screening and evaluation, individual, couple and group counseling, crisis intervention, limited psychological assessments and referral for medication and other services.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>More Information visit:</th>
</tr>
</thead>
</table>
| Psychology Clinic  
McMillian Bldg.  
Hackberry Lane  
Tuscaloosa, AL 35401 | 205-348-5000 | https://psychologyclinic.ua.edu/services/ |

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>More Information visit:</th>
</tr>
</thead>
</table>
| Counseling Center  
Suite 3000 South Lawn Office Bldg.  
1100 Jackson Avenue  
Tuscaloosa, AL 35487 | 205-348-3863 | https://counseling.sa.ua.edu/counseling/  
https://counseling.sa.ua.edu/about/faqs/ |

Crimson E-Mail Account

This account serves as a primary method by which The University and The School of Social Work administrators and instructors communicate with students. The University of Alabama email is supported by Microsoft O365. All MSW students are responsible for utilizing this official means of communication via email by reading and responding accordingly on the crimson account. Failing to maintain the Crimson e-mail account if information is missed, can hinder one’s success in the program.

Accessing Crimson Email:  
https://oit.ua.edu/services/email/student/

<table>
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<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>125 Gordon Palmer Hall</td>
<td>205-348-5555</td>
<td><a href="mailto:ISTD@ua.edu">ISTD@ua.edu</a></td>
</tr>
</tbody>
</table>

CrimsonRide

The University of Alabama’s transit bus system on and off-campus routes. Buses travel to different building locations across campus including stops close to Little Hall. Off-campus routes include apartment routes to specific student housing complexes.

Bus route information:  
http://crimsonride.ua.edu/
Fellowships Administered by the Graduate School and External Organizations

Graduate School fellowships are designated for exceptional applicants. Fellowship and other awards are administered by the Graduate School and other external organizations. Student nominations are made by the MSW Program Director for the School of Social Work department.

Financial Assistance | University of Alabama (ua.edu)

Housing

Housing information is sent to student in the general information packet provided by The University. There are many housing facilities available for students with The University Department of Housing and Residential Communities.

On-Campus: [Home - Housing and Residential Communities (ua.edu)]

Contact: 205-348-6676 or 888-498-2262

Email: housing@ua.edu

Off-Campus: [Home - Off Campus Housing (ua.edu)]

Contact: 205-348-0200

Email: offcampushousing@ua.edu

Institutional Review Board

The purpose of The University of Alabama’s Institutional Review Board (IRB) is to ensure the safe and ethical treatment of humans as subjects in research, public service, and training programs. Federal and university regulations require the IRB to review all research involving human subjects conducted at or sponsored by The University of Alabama regardless of the funding source. Student research proposals will be submitted through the faculty member supervising the research. Students should consult with their supervising instructor for information about the format for submitting proposals and procedures for obtaining clearance to conduct research involving human participants.

CITI Training is available for current students under the [myBama CITI Login Portal]
International Student Services

The Capstone International Center for International Students and Scholar Services provided a broad range of services and programs specifically designed to meet the unique needs of the international student, scholars and their families. Services include processing immigration documentation, orientation sessions, counseling, academic support and information about financial assistance for enrolled/admitted MSW students.

<table>
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<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
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<tbody>
<tr>
<td>135 B.B. Comer Hall</td>
<td>205-348-5256</td>
<td><a href="mailto:cic@ua.edu">cic@ua.edu</a></td>
</tr>
</tbody>
</table>

Visit website: International – The University of Alabama (ua.edu)

Learning Resources

The Capstone Center for Student Success provides academic coaching, advising, tutoring, reading and study skills workshops are available free of charge for our MSW students including support programs as the Alabama REACH Program (foster youth).

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
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</thead>
<tbody>
<tr>
<td>Russell Hall 2nd &amp; 3rd Floor</td>
<td>205-348-7011</td>
<td><a href="mailto:ccsinfo@ua.edu">ccsinfo@ua.edu</a></td>
</tr>
</tbody>
</table>

Visit website: success.ua.edu – The Capstone Center for Student Success | The University of Alabama

UA Online Student Success serves students from orientation through graduation. Student Services offers academic and skill building sessions.

Visit website: Academic Resources - Online and Distance Degrees - UA Online
  - Coaching Appointments:

University of Alabama College of Continuing Studies - UA Online Student Success Coaching Appointments
  - Smarthinking: by Pearson is an online tutoring and writing review service. Tutoring is available 24 hours a day, 7 days a week. Smarthinking can be accessed by logging into Blackboard.

The Writing Center

The University Writing Center provides free one-on-one consultation for UA students in all disciplines. Appointments, online assistance for distance learning students and drop-in service available. Graduate students can receive assistance with general papers, seminar papers, conference abstracts, proposals, cover letters, CVs, literature reviews, and personal statements.
Legal Charges for or Conviction of a Misdemeanor or Felony

Students considering earning a degree in Social Work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies and organizations partner who provide field practicum placements for social work students require a criminal background check prior to agreeing to provide field education. The School of Social Work requires background checks for all students prior to entering their field placement. Detailed information on this matter is in the "Field Education Handbook."

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

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

Office of Disability Services (ODS)

This office serves as the central contact point for students with any disability seeking academic accommodations. Any student who needs special arrangements and accommodation must meet the requirements of self-identification. This includes providing documentation and meeting with an ODS Accommodations Specialist. This office will prepare letters addressed to the student’s instructors that indicate the accommodation the student is entitled to. It is the student’s responsibility to present the accommodation letter from UA Office of Student Disability Service and notify their instructor.
Parking Permits

Vehicle parked on campus must be registered and parked within their permitted zones or utilize one of the visitors’ pay areas. Parking Services offers students residential, commuter, perimeter, or handicap permit. The permit will allow you to park in color permitted zones that correspond with the color on the permit tag. Permits are not required after 6:00 p.m. or on Saturday or Sunday.

Any student parking on campus Monday through Friday between 7:00 a.m. and 6:00 p.m. is required to:
   a. Park in a visitor deck and pay a fee to exit,
   b. Use the solar powered multi-space pay stations,
   c. Purchase and display parking permit

Student Parking Permits: Parking Permit Rates – Parking Services | The University of Alabama (ua.edu)

*Note: Student permits are billed to the student’s account. Payments are processed through Student Account Services. In-person payments SAS is in room 105 of the Student Service Center (Bus Hub).

Registration

The University’s “Degree Works” software provides a useful way for students to monitor progress towards their degrees. Information is available on The University Registrar’s website. Students should do a Degree Audit each semester before it is time to register for the next semester. After using Degree Works, students should make an appointment with their social work advisor to discuss their class schedule.

Degree Works Dashboard: https://degreeworks.ua.edu/dw/dashboard/

Access Degree Works Tutorials: https://registrar.ua.edu/student-services/degree-works/degree-works-tutorials/

Registration normally occurs at:

- **Winter Interim & Spring Term** – end of October
- **Interim, Summer, and Fall Term** – mid-March

Review Registration dates under the Academic Calendar:

Academic Calendar – The Office of the University Registrar – The University of Alabama | The University of Alabama (ua.edu)
Safety

The University of Alabama is part of a larger community, so the potential for crime does exists in every American city and even here. The University Police Department has prepared a Safer Living Guide with information on programs and guidelines to help students make their lives on and off campus, safe. The police department number is the only 24/7 dispatch number on campus: use it for any emergency.

| Location: 1110 Jackson Ave Tuscaloosa, AL 35401 | Contact: 205-348-5454 24-hours, 7 days a week | Website: https://police.ua.edu/ |

A brief description of several university services provided to increase student safety as follows:

**348-RIDE (7433)**

This is a free service that will transport individuals between locations on campus or between nearby residences close to campus. Service is available when CrimsonRide buses are not operating. To get to locations not accessed by the fixed route during this time frame, riders should visit the walk-up service window at the Transit Hub for request.

*Use the Passiogo App to see active buses on route at https://ua.passiogo.com/*

*Service Area:*
The 348-RIDE service area includes neighborhoods between Queen City Avenue to the west, 15th Street on the south, McFarland Boulevard to the east and Jack Warner Parkway to the north.

*Off-campus:*
7 a.m. - 9 p.m. Monday – Friday
24 hours on Saturday and Sunday; limited schedule

*On-Campus:*
3 a.m. – 7 a.m. Monday – Friday
3 a.m. – 11 a.m. Saturday and Sunday

*Campus Facilities that stay open late:*
Student Recreation Center, libraries and residence halls.
9 p.m. – 3 a.m. Monday – Friday
11 a.m. – 3 a.m. Saturday and Sunday

** Weekend Routes are subject to change on Home Football Game Saturdays**

*COVID Guidelines: Riders are required to wear masks.*

**Request a pick-up:** Crimson Concierge | Login (ua.edu)

*Note: While all calls are dispatched as soon as possible, high demand may result in a delayed response. 348-RIDE is intended to support services for academic purposes and does not service establishments where alcoholic beverages are sold.*
<table>
<thead>
<tr>
<th><strong>Emergency Phones</strong></th>
<th><strong>Bright blue outdoor emergency phones</strong> are located across campus. Each clearly marked phone is a direct line to the University Police communications operator. No dialing is necessary. In an emergency, all you need to do is take the phone off the hook or press the “red” button. The communications operator knows your location before answering the line.</th>
</tr>
</thead>
</table>
| **Walking on the Bright Side (After Dark)** | After-Dark Waling Routes are in place across campus.  
**View Map of these route:** [The University of Alabama (concept3d.com)](http://concept3d.com) |
| **Elevators** | Most passenger elevators on campus have an emergency line that operated the same way as the outdoor blue emergency phones. When you press the “red” button marked **Emergency**, the University Police communications operator will answer. |
| **Motorist Assistance Program (MAP)** | For car trouble that includes a battery jump, flat tire inflation or fueling assistance on campus, contact the Motorist Assistance line (205) 348-0121 to receive help. Provide your name and number, the location, tag number, describe the problem. Have an ID available and a UA MAP employee in a distinctly marked vehicle will assist you.  
This service is open 24/7 unless The University is closed, then call the UA Police at (205) 348-5454. |
| **UA ALERTS** | One of the methods The University of Alabama uses for emergency notification is UA Alerts. This system enhances the University’s ability to reach students and UA employees simultaneously triggering multiple contact points. In an emergency, University Relations will activate the system, sending telephone calls (work, cell, and/or home), e-mail, and text (SMS) messages to the campus community. Users are able to update their personal information using myBama portal. Each night the system automatically updates the database, capturing any changes made by students/employees that day.  
**Emergency Notifications:**  
[ready.ua.edu – Website for The University of Alabama Office of Emergency Preparedness | The University of Alabama](http://ready.ua.edu)  
**UA ALERTS:** [Alerts | The University of Alabama (ua.edu)](http://ua.edu) |
University Health Center

The Student Health Center (SHC) is available for enrolled students.

Conditions:

- Have a confirmed class schedule (paid bill), and
- Be enrolled in at least 5 main campus hours, or
- Are enrolled and have purchased Health Center privileges.

Student eligibility will be verified by a swipe of the student’s ACTion Card at SHC.

*Note: Summer students with any number of hours enrolled in main campus courses are eligible for services.

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

Services:

- Outpatient treatment of illnesses, injuries and minor surgical procedures
- Preventative care, physicals, and gynecological exams are available
- Pharmacy, laboratory, and x-ray department are included

The health service is financed in part from a portion of the university fees paid by students.

Payment:

A small fee is charged for general services. Charges are made for specialized services, casts, appliances, and special supplies, prescribed drugs, and some laboratory and x-ray studies. The student is responsible for fees for any services of non-staff physicians, consultants and the cost of hospitalization or services other than those provided by the University Health Service.

| Location: 750 Peter Bryce Blvd Tuscaloosa, AL 35401 | Contact: 205-348-6262 | Website: Home - Student Health Center and Pharmacy (ua.edu) |
Transfer of Credit

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

Student’s Responsibility:

To receive transfer credit a student must initiate the request by completing the “Request for Transfer Graduate Credit” form. Students must also ensure the Graduate School receives an official transcript showing the course for which transfer credit is desired.

*Note: Transfer credit will only be evaluated after admission to the MSW Program.

With the approval of the School of Social Work and the Dean of the Graduate School required coursework for a graduate degree may be transferred from another institution. All credit toward the master’s degree, including transfer credit, must be earned during the six years immediately preceding the date of which the degree is to be awarded. The School of Social Work will accept up to 12 hours of transfer credit towards the Traditional two-year program (60 credit hours) and up to 9 hours for transfer credit towards the Advanced Standing one year program (42 credit hours).

Veterans Services

Offers a variety of support services to veterans, reservists, guardsmen, and dependents of disabled or deceased veterans.

<table>
<thead>
<tr>
<th>Location: 3000 Houser Hall</th>
<th>Contact: 205-348-0983</th>
<th>Website: Home - Office of Veteran and Military Affairs (ua.edu)</th>
</tr>
</thead>
</table>
| **UA Online Students - Military**  
https://online.ua.edu/ | Contact: 205-348-6220 | Email: uadistancemilitary@ua.edu |
School of Social Work Info.

Access to Faculty and Advisors

Advising is an important part of social work students’ education. Students will be emailed their advisor’s name before classes begin for each incoming cohort. The school’s faculty and advisors are available to students primarily in the fall and spring terms. Not all faculty teach during the summer term and if they need assistance and cannot reach their advisor, they are welcome to contact the MSW Program Director, Dr. Sherron Wilkes or the MSW Program’s School of Social Work Student Services Manager, Morion Siler. Faculty office hours are included on their individual syllabi via Blackboard and instructors’ and advisors’ office hours are posted at their offices on-campus. Faculty and advisors will also schedule additional times or set up specific appointments when requested. Advisors for Distance Learning students are available electronically, by telephone or video communications. All faculty and advisors have e-mail and voicemail. Students are encouraged to contact their advisors on a regular basis, and they should go to their advisor with questions or comments. If the advisor cannot help, students will be directed to the appropriate person.

SSW Faculty and Staff Directory: Faculty – socialwork.ua.edu | The University of Alabama

MSW Program Office: (205) 348-3944

Computing Facilities

The School of Social Work maintains a student computer laboratory in 2018 Little Hall. The lab is equipped Microsoft Windows computers and pay-as-you-print laser print services. To pay for printing students use their ACTion card. Students may not store files on the machines or on the Social Work server. Student may use the computer lab when classes are in session throughout the day, 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.


Computer Software Available for Students: https://oit.ua.edu/software/

Current Address/ Telephone of Students

It is important to keep your mailing address and best phone number updated in myBama. This is a crucial student responsibility. This allows the school to reach out if there are concerns for your well-being and progress in the program. An out-of-date mailing address is not an excuse for missing a deadline, including but not limited to educational opportunities, competitions, or financial aid/ scholarships.
Email Communications for Social Work Program

E-mail is the primary and official means of communication between the School of Social Work and social work students. Students are responsible for regularly checking and maintaining their Crimson e-mail account through UA Microsoft O365. Failure to check e-mail or inaccessibility is not an acceptable excuse for a student who has not received important official information that was sent to his/her Crimson e-mail account.

Need email assistance, visit OIT: oit.ua.edu – OIT at The University of Alabama | The University of Alabama

Information Self-Reliance

The School of Social Work is dedicated to preparing social work students with the ability to retrieve, identify, and assess information relevant to professional social work practice during their course of study at the school. Our goal is that students be competent to identify, locate, and effectively use in print, machine-readable, and electronically transmitted formats. These skills are essential to the competent practice of professional social work, including evidence-based practice.

The faculty believes that these competencies not only contribute 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 of April 24, 1996).

MSW Student Listserv

As a student in the School of Social Work, you will automatically be enrolled on a listserv established to facilitate communication between MSW students. You may use the list to communicate information you believe would be of interest to your fellow students. This list is NOT intended to be an official means of communication for the School of Social Work but was established to provide a forum for students. Although we are enrolling all students onto the list, membership on the list is voluntary, and you may remove yourself from the list at any time.

Remove email from Listserv: LISTSERV - MSW-STUDENTS Archives - LISTSERV.UA.EDU
Send message to student list, use: MSWSTUDENT@LISTSERV.UA.EDU

Please employ professional courtesy and respect as use this list.

Office of Academic Programs and Student Services

This internal office is available for students to talk about their personal and academic life concerns. Students should discuss such matters with their advisor first before contacting SWSS.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1033 Little Hall</td>
<td>205-348-5020</td>
<td><a href="mailto:studentservices@sw.ua.edu">studentservices@sw.ua.edu</a></td>
</tr>
</tbody>
</table>
Physical Facilities (On-Campus)

The School of Social Work is housed in Little Hall in the central area of the university campus next to the Presidents Mansion and adjacent to Wade Hall. Facilities include classrooms, the Social Work Reading Room, administrative offices, and many faculty offices are in Little Hall. The building is accessible to persons with physical disabilities. Other faculty offices are located on the first floor of Farrah Hall on the corner of University Boulevard and 6th Avenue. This building is also accessible.

*Please check your class schedule to discover where your on-campus social work classes are held because some are not located within Little Hall.*

**PhD Program Office** – 104 Farrah Hall

**PhD Program Director Office** – 1030 Little Hall

**All School of Social Work Facilities:**

- Little Hall
- Farrah Hall
- Capital Hall
- Ancillary Services
- Center for Business and Economic Research
- Tuscaloosa County Juvenile Detention Center
- 670 Judy Bonner Drive, Tuscaloosa, AL 35401
- 513 University Blvd, Tuscaloosa, AL 35401
- 270 Kilgore Lane, Tuscaloosa, AL 35401
- 1115 14th Street, Tuscaloosa, AL 35401
- 1500 Greensboro #3, Tuscaloosa, AL 35401
- 6001 12th Ave., Suite B, Tuscaloosa, AL 35405
Scholarships, Stipends, Loans and Assistantships

Scholarships

SSW ENDOWED SCHOLARSHIPS

Several types of scholarships are available, with different eligibility criteria and application processes. For specific School of Social Work scholarships, information and deadlines are announced through email by Listserv. Student Services will announce opportunities as they become available, but students are advised to search for scholarships that might be available to them; unfortunately, we cannot post information about every scholarship, but we do our best.

Eligibility: Students must complete all application materials that are required by the cohort deadline per semester. Students who meet the deadline will be contacted by the Student Services Scholarship Coordinator.

UNIVERSITY OF ALABAMA GRADUATE STUDENT SCHOLARSHIPS AND FELLOWSHIPS

The University of Alabama graduate student scholarships and fellowships are described on the Graduate Schools website. Information about the specific eligibility criteria and the application process is provided there. These scholarships and fellowships are very competitive, and some are merit based. Most of these scholarships and fellowships are for new students only; students must be nominated by their department. The MSW Program Director contacts individuals who appear to be competitive for university scholarships and fellowships.

Graduate School: Graduate School Scholarships & Fellowships – Graduate School | The University of Alabama

Contact: Dr. Andrew Goodlife, Assoc. Dean for Graduate Admissions, Recruitment, and Fellowships
        amg@ua.edu

Dr. Sherron Wilkes, MSW, Interim MSW Program Director skwilkes@ua.edu

COLLEGE OF CONTINUING STUDIES SCHOLARSHIPS

Student living in Tuscaloosa and in the Distance Learning (Primarily Online) Program are eligible to apply for adult student scholarships through the College of Continuing Studies (CCS) – UA Online.

CCS Application Guidelines: College of Continuing Studies Scholarships - The University of Alabama (ua.edu)

Contact: 800-467-0227
**Stipends**

**SCHOOL OF SOCIAL WORK STIPENDS**

The School of Social Work has a limited amount of funding available for MSW Student stipends. Typically, stipends are awarded for an academic year (allocated each semester). A few stipends are available for student taking a full load of courses in the summer term. Stipend awards are based on academic excellence and/or financial need. They are intended to defray some of the expenses associated with school, such as books, travel, and childcare. The stipends are not large enough to cover the full cost of tuition.

**Eligibility:** Students must complete the admission application and all application materials required by the cohort deadline. All students who complete the application by the cohort deadline will be sent an email with the stipend and scholarship application link. *Completion of the stipend application does not guarantee the award of a stipend.*

**TITLE IV – E STIPENDS**

These stipends are specifically designated for students planning to pursue a career in Public Child Welfare with the Department of Human Resources (DHR). The stipend is for MSW Students and includes BSW Students. *Requires an 18-month work obligation with DHR.*

**Application Process Info:** [Child Welfare – socialwork.ua.edu | The University of Alabama](https://socialwork.ua.edu)

**Contact:** Melody Denton, Title IV-E Stipend Program Coordinator

mjdenton@ua.edu, 205-348-0207

**FIELD EDUCATION STIPENDS**

These stipends are related to specific field education settings. Most are given during the semester that the student is in field placement and require that the student be in a field placement at an agency. These vary from year to year.

**Contact:** Rosetta Ingram, Field Education Specialist

ringram3@ua.edu, 205-348-5544

**Loans**

**FINANCIAL AID**

Students may apply for federal financial aid (i.e., student loan) by completing the Free Application for Federal Student Aid (FASFA). To be eligible for a student loan, graduate student must be enrolled in a minimum of 4.5 credit hours each semester. Summer financial aid eligibility is based on the remaining funds, if any monies from the preceding year (Fall, and Spring semesters). Federal Graduate Plus loans are also an option.

**FASFA:** [https://studentaid.gov/](https://studentaid.gov/)

**UA Federal Graduate PLUS loans:** [https://financialaid.ua.edu/loans/](https://financialaid.ua.edu/loans/)
EMERGENCY LOANS

An emergency loan fund is administered by The School of Social Work for its enrolled students during an emergency situation. If you should find oneself in such a situation, contact the Associate Dean of Academic Program and Student Services, Daphne Cain (interim) for assistance in applying for an emergency loan. The loan must be repaid within 30 days and cannot be used to pay tuition. The University prohibits disbursements of loans to students during the last two weeks of class. The earliest students may be granted a loan is the first day of enrollment in class.

Graduate Assistantships

Graduate assistantships are available in various divisions and departments on campus. Students typically work 10 or more hours per week on campus as part of the assistantship. Most of these positions are available for students in the department that provides assistantships, but some are not so restricted. The School of Social Work does not provide Graduate Assistantships for MSW students.

Opportunities: Careers at University of Alabama (ua.edu) or at https://studentjobs.ua.edu/en-us/listing/

Writing Proficiency

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

Smoking Policy

The University of Alabama is a smoke-free campus includes all facilities, grounds, and parking areas. Whether you are a smoker or a non-smoker, UA knows that the campus community will demonstrate thoughtfulness, consideration and cooperation as we work together to successfully implement this campuswide policy.

Student News within the SSW

Stay up to date on School of Social Work news, events, and programs.

Social Media Handles: @UA_SocialWork, and ua_socialwork

Facebook: The University of Alabama School of Social Work (Official Page) - Home | Facebook

Instagram: UofA Social Work (@ua_socialwork) • Instagram photos and videos

TikTok: UA_SocialWork (@ua_socialwork) TikTok | Watch UA_SocialWork's Newest TikTok Videos

YouTube: [22] University of Alabama School of Social Work - YouTube

School website: socialwork.ua.edu – School of Social Work | The University of Alabama

Access to Faculty and Other Staff Members

A directory of telephone numbers and e-mail address is available on your myBama account and the School of Social Work website. Information regarding office hours and preferred means of contacting instructors are provided on the syllabus for each course and Blackboard. All instructors are available to their students by telephone and email at reasonable times.
Advanced Standing Program Plan

CREDIT HOUR CURRICULUM GUIDE

Advanced Standing Program

GRADUATE IN 1 OR 2-YEARS

Two curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plans are displayed by admit terms for either Spring or Summer.

Our Distance Learning students are required to attend 2 in-person and 2 virtual “Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.

Master of Social Work

42 HR - CREDIT CURRICULUM PLANS OPTIONS

Full Time Plan
(Campus and DL)

Part-Time Plan
(Campus and DL)

• DUAL PROGRAMS
Spring Start
Full-Time Curriculum Plan

On-Campus and Distance Learning

ADVANCED STANDING PROGRAM
SPRING START

GRADUATE IN 1 YEAR

Two curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plans are displayed by admit terms the Spring admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual “Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
### 42 Credit Hour - Spring (DL* and Campus)

**Full-time – Advanced Standing**

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AF = Adults and Family (*SW 532 & 533 are taken together, includes Skills Lab*)

CAF = Children Adolescents and Families (*SW 564 & 565 are taken together, includes Skills Lab*)

*2 credits + 1 credit lab for Distant Learning (DL) students
Spring Start
Part-Time Curriculum Plan

On-Campus and Distance Learning

ADVANCED STANDING PROGRAM
SPRING START

GRADUATE IN 2 YEARS

Two curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plans are displayed by admit terms the Spring admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual “Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
# 42 Credit Hour - Spring (DL* and Campus)

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**AF = Adults and Family (\*SW 532 & 533 are taken together, includes Skills Lab)**

**CAF = Children Adolescents and Families (\*SW 564 & 565 are taken together, includes Skills Lab)**

\*2 credits + 1 credit lab for Distant Learning (DL) students
Summer Start
Full-Time Curriculum Plan
On-Campus and Distance Learning

ADVANCED STANDING PROGRAM
SUMMER START

GRADUATE IN 1 YEAR
Two curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plans are displayed by admit terms the Summer admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
## 42 Credit Hour - Summer (DL* and Campus)

**Full-time – Advanced Standing**

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*AF = Adults and Family (*SW 532 & 533 are taken together, includes Skills Lab)*

*CAF = Children Adolescents and Families (*SW 564 & 565 are taken together, includes Skills Lab)*

*2 credits + 1 credit lab for Distant Learning (DL) students*
Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plans displayed by admit terms for either Summer or Fall.

Our Distance Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
Summer Start
Full-Time Curriculum Plan

Distance Learning ONLY

TRADITIONAL PROGRAM
SUMMER START

GRADUATE IN 2 YEARS

Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plan is displayed to show Summer admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.

MASTER OF SOCIAL WORK

60 HR - CREDIT CURRICULUM PLANS OPTIONS

Full Time Plan
(Campus and DL)

Part-Time to Full Time Plan
(Campus and DL)

Part-Time Plan
(Campus and DL)

• DUAL PROGRAMS
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* Indicates skills lab for distance learner students
Summer Start
Part-Time to Full-Time Curriculum Plan
Distance Learning ONLY

TRADITIONAL PROGRAM
SUMMER START

GRADUATE IN 3 YEARS

Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plan displayed to show Summer admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
## 60 Credit Hour – Summer Start (DL*)

### Part-time into Full-Time – Traditional (2-yr)

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AF = Adults and Family

CAF = Children Adolescents and Families

*SW 532 & 533 are taken together, includes Skills Lab

*SW 564 & 565 are taken together, includes Skills Lab

*Necessary Skills Lab course for Distance Learning (DL) Students ONLY
Summer Start
Part-Time Curriculum Plan

Distance Learning ONLY

TRADITIONAL PROGRAM SUMMER START

GRADUATE IN 4 YEARS

Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plan displayed to show Summer admit term.

Our Distant Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
### 60 Credit Hour - Summer Start (DL)

**Part-time – Traditional (2-yr)**

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* 532/533 concentration in Adults and their Families
* 564/565 concentration in Children, Adolescents and Families
Fall Start
Full-Time Curriculum Plan

On-Campus and Distance Learning

Traditional Program
Fall Start

GRADUATE IN 2 YEARS

Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plan displayed to show Fall admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
# 60 Credit Hour - Fall Start (DL* and Campus)

**Full-time - Traditional (2-yr)**

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AF = Adults and Family *(SW 532 & 533 are taken together, includes Skills Lab)*

CAF = Children Adolescents and Families *(SW 564 & 565 are taken together, includes Skills Lab)*

*2 credits + 1 credit lab for Distant Learning (DL) students

* Necessary Skills Lab courses for Distance Learning (DL) Students ONLY
Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plan displayed to show Fall admit term.

Our Distance Learning students are required to attend 2 in-person and 2 virtual “Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
### 60 Credit Hour – Fall Start (DL*)

**Part-time into Full-Time – Traditional (2-yr)**

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Fall Start
Part-Time Curriculum Plan
On-Campus and Distance Learning

TRADITIONAL PROGRAM
FALL START

GRADUATE IN 4 YEARS

Three curriculum plans are offered to help our students excel academically. These plans are available for our on-campus and distance learning (online) experience. Plan displayed to show Fall admit term.

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MASTER OF SOCIAL WORK

60 HR - CREDIT CURRICULUM PLANS OPTIONS

Full Time Plan (Campus and DL)
Part-Time to Full Time Plan (Campus and DL)
Part-Time Plan (Campus and DL)

• DUAL PROGRAMS
### 60 Credit Hour - Fall Start (DL* and Campus) Part-time - Traditional (2-yr)

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AF = Adults and Family *(SW 532 & 533 are taken together, includes Skills Lab)*

CAF = Children Adolescents and Families *(SW 564 & 565 are taken together, includes Skills Lab)*

* Necessary Skills Lab courses for Distance Learning (DL) Students ONLY
Electives Typically Offered Every Year

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

Highly Recommended for Social Work Licensure

SW 515 is offered every semester with a sufficient number of sections to make it available to all MSW students who choose to take it. Other electives are typically offered less frequently. Typically, the schedule of classes for the next semester is available by the middle of the semester – check the UA Registrar Schedule for accurate dates.

Optional Emphasis

SW 506 and SW 536 are required for the optional Program Agency Administration (PAA) emphasis. Students who choose to pursue the PAA emphasis can use these two courses as part of the three required Social Work electives.

Choosing Electives

Students may transfer elective courses from other universities in accordance with transfer credit policies of the UA Graduate School and the School of Social Work.

The School of Social Work will accept:

<table>
<thead>
<tr>
<th>Credit Hour Program</th>
<th>Transfer Credit</th>
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<tr>
<td>42</td>
<td>9 hours</td>
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<tr>
<td>60</td>
<td>12 hours</td>
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The MSW Program Director and Student Service Manager will review all request for transfer credit.
Field Education

The Field Education Program facilitates the integration of the learning experience into practice and prepares practitioners committed to promoting justice, improving the well-being of individuals and systems, and alleviating adverse social conditions.

All students, except those in the advanced-standing program, complete SW 590/591 Foundation Field Education. Students are assigned a designated Field Coordinator who works across semesters using a holistic approach to place students. Students can expect to receive their placement during the semester before they begin field.

All students complete a concentration field education placement (SW 595/596), which includes the option to apply for an international placement or a field education placement in Washington DC. Students should begin to explore field education opportunities with their field coordinator as early as possible. Students are encouraged to read the Field Education Handbook for specific detailed information.

Washington, D.C. Program

Of the more than 600 social work schools in the nation, The University of Alabama School of Social Work is the only school outside the Washington, DC, metro area that provides MSW students the unique opportunity to complete their semester-long field practicum in Washington, DC. The program — which comprises the MSW DC, BSW DC, and Washington, D.C. Fly-In — prepares students both personally and professionally by exposing them to cutting-edge, direct-service programs as well as public policy and advocacy implementation. Students are selected through a competitive application and interview process to participate in each program. Many graduates go on to careers in social work focusing on public policy, public health, direct services, and private practice.

MSW DC students take SW 501: Advanced Social Welfare Policy Analysis, in DC. Classes meet at the headquarters of the National Association of Social Workers. Students meet with members of Congress and their staff, interact with speakers from policy and advocacy agencies, and learn firsthand how policy is made.
Students are exposed to social policy in the making, whether in Congress, the Supreme Court, or in their agency placements. If you are interested in the program, please contact the Washington DC Field Coordinator.

Field Coordinator of the Washington, D.C. Internship
Carroll C. Phelps
205-348-5571
cphelps@sw.ua.edu

International Field Placements

International field placements can serve as one of the most transformative learning opportunities a student can experience.

Helping students access and process these experiences serves as one of the central aims of The University of Alabama International Programs Office, and the School of Social Work closely works with them to help provide students with a rewarding experience that gives them a global perspective of the social work profession. Our international placement opportunities evolve depending on many factors such as agency availability, supervisor availability, and safety. We have established successful placements in Ghana, South Korea, Mexico, Europe, and China. The Coordinator of International Programs works with students to create additional international field placement possibilities.

Coordinator of International Initiatives
Dr. Debra Nelson-Gardell
dnelsong@sw.ua.edu
205-348-2880
School of Social Work Policies for MSW Students

Absences & Student Representatives

The University policy on student attendance for assigned instructional activities are followed by the School of Social Work, MSW Program with no systematic exception.

- Instructional activities include designated classroom instruction (in-person and virtual), required skills labs, and field education.

Any permission for attendance at a non-assigned activity held during class time must be obtained from the course instructor(s) and/or field education instructor(s) based on the assignments and hours missed to attend alternate activities.

- Non-assigned activities include attendance at SSW committee meetings, professional conferences and MSW Student Representatives across campus and social work events hosted by the school.

Instructors will consider the educational value the student is to receive based on the activity.

Academic Advising

The MSW Program places a high value on the advising process. The School of Social Work has a dedicated full-time Academic Advisor on staff. Please contact for an appointment: curriculum advising, advice, performance coaching, and general concerns as a graduate student.

Academic Advisor

Aubree Cuip, MSW, Coordinator of Student Services
ajcuip@ua.edu

Student Responsibilities (advising process)

- The student is responsible for communicating with their advisor each semester to make sure degree progress is being met.
- The student is responsible for following the course curriculum plan created by the advisor. If the student chooses to diverge from the plan without consulting their advisor, students may be required to sit out a semester to get back on track with the curriculum plan.
The student is expected to satisfactorily complete all courses for which they register.

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

The student is expected to participate in registration and advising per term.

Students should consult both their field education liaison and academic advisor when learning difficulties arise during field education.

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

**Academic Advisor Responsibilities**

- Assist the student in planning a program of study.
- Provide an opportunity for the student to evaluate their commitment to social work and readiness to enter the profession.
- Engage the student in a process of evaluating their academic performance.
- Refer students with personal problems to appropriate resources within the University and community, e.g., medical, psychological, financial, housing, childcare, employment, and career counseling.
- Participate in ad hoc committees established to evaluate the academic performance (in our school, professional performance is a part of academic performance) of a particular student.

**Assessment of Academic Performance**

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

**Faculty Members Responsibilities**

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

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

**Student Responsibilities**

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

In the MSW program, each instructor determines the specific evaluation instruments to be used in each course
that they teach within the following general guidelines for course evaluation.

Assignments and/or examinations will be given to evaluate the student’s progress. Assignments may be papers,
examinations, or other assignments appropriate to the content of the course.

Final examinations are to be given at the time scheduled by the university. The final exam schedule can be
found in the Schedule of Classes available online at https://registrar.ua.edu/academics-policies/final-exam-
schedules-policies or in your course syllabus.

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

**Dropping and Adding Courses**

Students may make schedule adjustments during the registration period indicated on the academic calendar.
It is wise for students to consult their advisor before dropping or adding courses.

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

In extraordinary circumstances beyond the student’s control a student may petition the Associate Dean of
Academic Programs and Student Services for The School of Social Work to drop a course after the official
drop/add period of the semester. If the Associate Dean approves petition, it is forwarded to the Graduate School Dean for approval. Withdrawal from a course at any time may affect several elements, including graduate fellowships, assistantships, tuition awards, financial aid, and withholding taxes. Students are encouraged to carefully consider all these possibilities before requesting to withdraw from a course.
Failure to Register for courses (3-year time limit)

If a student fails to register for three consecutive years, the student must reapply for admission. If readmission is granted, previous credit earned may be out of date and therefore not applicable toward a degree. Students who have been absent for more than three years should contact the Student Service Manager prior to reapplying.

Withdrawal from the University

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

Student Responsibilities

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

To review “Withdrawals and Leave of Absence” visit the Graduate School website.

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

For a medical withdrawal, the student must contact University Health Center. A medical withdrawal cannot be granted if the graduate student has taken any final examinations or their equivalent (final papers, final projects, or similar assignments) for the semester for which a withdrawal is being requested. The procedures for a medical withdrawal are available by contacting University Health Center, 205-348-6262. After the first week of a semester, the fact and date of a withdrawal from the University will be noted on the student’s permanent record. After the tenth week, the student’s academic status at the time of withdrawal will be noted on the record with a “W” for courses passing and an “F” for courses failing.

Incomplete Grades in MSW Program

1. A grade of Incomplete may be considered for students who have Office of Disability (ODS) accommodations or Title IX accommodations.
2. A grade of Incomplete may also be considered for students who have completed approximately 80% of the coursework or approximately 80% of field hours for the semester and have experienced an extenuating circumstance that prevents them from finishing required coursework within the allotted
timeframe of the semester. An extenuating circumstance can be defined as a serious and exceptional factor outside the student’s control which adversely affects performance during studies.

a. Faculty members will work closely with students to determine if the criteria for receipt of a grade of Incomplete is met.

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

All “I” grades must be removed within the first four weeks of the next term of enrollment if the overall GPA drops below a 3.0 as a result of the “I” grade(s). Conditionally admitted students who fail to bring their overall GPA up to a 3.0 or better by removing the “I” within the four weeks will earn Academic Suspension (dismissal) from the Graduate School. Graduate Students with good academic standing who fail to bring their overall GPA back up to 3.0 or better by removing the “I” grade(s) within the four weeks will earn Academic Warning.

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

A student will not be allowed to begin field education with a grade of “I.” Students who are registered for SW 590, SW 591, SW 595, or SW 596 who have received a grade of incomplete must have the “I” removed and be in good standing prior to the initiation of the field education experience, unless an exception to this policy is approved by the MSW Program Director.

Students with multiple incompletes will be contacted by the MSW Academic Advisor or Field Faculty to discuss plans for completion of remaining course assignments by the university’s four (4)-week deadline.

Note that this university deadline is AFTER the last day to drop/add courses so the amount of the student’s tuition refund may be significantly impacted.

Independent Study Policy in MSW Program

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

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

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

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

**Student Responsibilities (documentation)**

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

**Pass/ Fail Grading**

In the master’s degree program of the School of Social Work, a grade of Pass/Fail is authorized for SW 590/591 Field Education I and SW 595/596 Field Education II. A Pass grade is not computed in determining quality point average.

**Performance Requirements and Procedures in SSW**

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

**Academic Requirements for Continuation in the Master’s Degree Program**

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

- No more than one “C” in foundation courses regardless of overall grade point average.
- No more than one “C” in concentration courses (including electives) regardless of overall grade point average.
- No grades of “D” or “F” in any class regardless of overall grade point average.
- No grade of “fail” in field education (SW 590/591 or SW 595/596).

It is the responsibility of a student who earns a C in any course to meet with their advisor. Students who receive one C will receive an Academic Warning letter.

- Because the academic requirement for good standing in graduate-level education is “B” or better performance, a student’s work in field education evaluated as less than “B” work is graded as “fail.”

Final Grade Appeal

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

Procedures for Handling Academic Difficulties of Graduate Social Work Students

A. Handling Learning Difficulties in the Classroom

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

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

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

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

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

If the situation results in the student not meeting the requirements for continuation in the program, the MSW Program Director will appoint an ad hoc student progress committee to conduct a review and to make a recommendation regarding the student’s status. Refer “Academic Requirement for Continuance in a master’s Degree Program” for a description of procedures used by the ad hoc student progress committee and by the MSW Program Director.
B. Student-Initiated Review Process

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

C. Handling Learning Difficulties in Field Education

See details in the Field Education Handbook on the School of Social Work website.

D. Field Staffing Initiated by the Field Education Coordinator

See details in the Field Education Handbook on the School of Social Work website.
Professional Preparedness Policies and Procedures in SSW

Policy

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

Therefore, the appropriate program 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:

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

Procedures

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.

1. 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.
2. Within two academic work weeks of receiving the statement, the program Director will notify the student and their academic advisor, in writing, of the allegations. When the outcome of a field staffing results in the field coordinator requesting a professional preparedness review, the field coordinator or field designee will participate in the professional preparedness review meeting, evaluation of the allegations, and resolutions of concerns. The program Director will provide the student and their 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.

3. The program Director will convene a meeting with the student and their 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.

4. 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 their 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 their choice to the hearing. The student is responsible for presenting their 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.
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.

Readmissions in the MSW Program

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

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

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

4. Applicants for readmission must present a written statement to the MSW program Director that includes the following elements:
   a. A detailed statement of the applicant’s understanding of the reasons they were required to withdraw.
   b. Written evidence that supports how the applicant or the applicant’s circumstances have changed since the withdrawal such that they are now prepared to successfully meet academic and professional preparedness standards for completing the MSW degree.
   c. Accompanying documentation (e.g., physician’s statement) supporting the applicant’s statement about their current preparedness to meet standards (if appropriate).

5. The MSW program Director may ask the applicant to re-draft the statement.

6. The MSW program Director will appoint a committee consisting of three full-time members of the faculty of the School of Social Work to review the readmission request. The applicant’s previous academic advisor will be a fourth, nonvoting, member of the committee. If the advisor is not available, the program Director will appoint an advisor.
7. The committee will review:
   a. The applicant’s readmission statement
   b. The applicant’s academic file in the school
   c. All files and documentation (if any) concerning the applicant’s academic misconduct
   d. All files and documentation (if any) concerning reviews of the applicant’s professional
      preparedness

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

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

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

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

12. Decisions of the MSW Program Director may be appealed to the Dean.

SSW Student Services Department

The Associate Dean of Educational Programs and Student Services the School of Social Work has primary
responsibility for carrying out the policies related to academic misconduct. A faculty member appointed
by the dean oversees actions related to the harassment policy.

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<tr>
<th>Location:</th>
<th>Contact:</th>
<th>More Information visit:</th>
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</table>
| The School of Social Work – Student Services | 205-348-5020 | Dean & Associate Deans – 
   socialwork.ua.edu | The
   University of Alabama |

<table>
<thead>
<tr>
<th>Associate Dean of Educational Programs &amp; Student Services</th>
<th>Dr. Sebrena Jackson</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>205-348-5020</td>
<td><a href="mailto:msjackson5@ua.edu">msjackson5@ua.edu</a></td>
<td></td>
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</tbody>
</table>
University Policies

This section contains several university-wide policies for your reference. The most up-to-date versions of these and other University policies that apply to MSW students are available in the online Student Handbook: [https://studenthandbook.sa.ua.edu/](https://studenthandbook.sa.ua.edu/)

University Student Life Department

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<tr>
<th>Location:</th>
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<th>More Information visit:</th>
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<tbody>
<tr>
<td>The Office of the Vice President for Student Life</td>
<td>205-348-6670</td>
<td><a href="https://sa.ua.edu/contact/">https://sa.ua.edu/contact/</a></td>
</tr>
<tr>
<td>Vice President of Student Life</td>
<td>Interim - Dr. Steven Hood</td>
<td><a href="mailto:steven.hood@ua.edu">steven.hood@ua.edu</a></td>
</tr>
</tbody>
</table>

Study Week

The week preceding the final examination period each semester is reserved as a time in which students may concentrate on completing course work and preparing for final examinations. Only laboratory examinations, omitted from the Final Examination Schedule, are permitted during Study Week. The University prohibits all other examinations and extended assignments during Study Week.
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 one’s protected status as set forth in the University’s Equal Opportunity, Non-Discrimination and Affirmative Action Policy Statement; or
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 for cases in which a decision has been appealed and afforded a committee hearing, and the appeal has been denied.

Grievances related to course grades at The University of Alabama School of Law shall be resolved in accordance with the Law School’s policies and procedures. Grievances related to course evaluations for medical students shall be resolved in accordance with The University of Alabama School of Medicine’s policies.

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 chair in the division where the grievance took place. Grievances concerning matters that are not within the jurisdiction of a particular academic division and grievances against the divisional academic dean must be resolved by the Provost. 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.

II. Resolution by Department Chairperson

A. Students who believe academic actions have unjustly affected them may file a grievance with the department chairperson. The facts and circumstances that are bases for the academic grievance should be presented to the department chairperson in written form.
B. Within 15 working days of the receipt of the grievance, the department chairperson will respond, starting with scheduling a conference with the student who has brought the grievance. During the conference (which may be held electronically), the department chairperson will reissue the student a copy of the University-wide Academic Grievance Procedures, ascertain the circumstances involved, and review any materials or circumstances pertinent to the grievance to determine if there seems to be a reasonable or sound basis for the academic grievance. If the chairperson decides there may be a reasonable or sound basis for the academic grievance, or if the student chooses to file the grievance, then the department chairperson will arrange conferences with the student and other person(s) involved. These meetings may be individual or joint conferences as deemed appropriate by the department chair.

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

C. At the beginning of these conferences, the department chairperson will inform the student and other person(s) involved that the purpose of these meetings is to attempt to resolve the grievances informally. The department chairperson will act as intermediary between the student and other individual(s) with whom the student has a dispute. The department chair makes no formal resolution in the matter and should not take any action regarding a grade or any other final disposition. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.

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

III. Resolution by Academic Dean

Any matter not resolved by the department chairperson’s mediation will be resolved by the academic dean. Within 15 working days of receipt of the grievance, the dean will acknowledge the receipt and begin the resolution process. 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 will make the decision. The academic dean will arrange conferences with the faculty or staff member, student, and others, as may be appropriate, to discuss the matter in question. The student and other person(s) involved will be given an opportunity to make a statement, present evidence, witnesses, or materials pertinent to the academic grievance. The student may be accompanied and advised by any one person the student chooses. This adviser, who may be an attorney, may privately consult with and advise the student, but may not question witnesses, make statements, or otherwise directly participate in the conference discussing the matter. Any fees charged by the adviser are the sole responsibility of the student. The dean or committee may remove or dismiss a support person/adviser who becomes disruptive or who does not abide by participation limits. 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 mailing date of the dean’s decision.

IV. Appeal

The dean’s decision may be appealed by either party to the Office for Academic Affairs within 15 working days of the mailing date 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 respond within 15 working days. That official will schedule a conference(s) with the concerned parties to discuss the reasons for the appeal. If meetings with the concerned parties result in an agreeable solution to the matter, the appeals process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Provost, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Provost 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 (not the official convening the panel), one student (appointed by the president of the SGA), and two faculty members (appointed by the president of the Faculty Senate); both the student and the faculty member will come from the division holding jurisdiction for resolving the academic grievance, if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeals panel should hold graduate faculty or graduate student status, respectively. The person designated by the Provost 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 that 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. Either party may be represented at the hearing by a person of his or her choice. This adviser, who may be an attorney, may privately consult with and advise the student, but may not question witnesses, make statements, or otherwise directly participate in the conference by discussing the matter in question. Any fees charged by the adviser are the sole responsibility of the hiring party. The dean or committee may remove or dismiss a support person/adviser who becomes disruptive or who does not abide by participation limits. If any party is accompanied by an attorney, then a representative from the Office of the University Counsel may be present.

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 must be supported by the votes of at least three of the panel members. The panel will give written notice of its decision to the student, the faculty or staff member, the dean, and the Provost.
Academic Misconduct Disciplinary Policy

I. General Policy

All students in attendance at The University of Alabama are expected to abide by The Capstone Creed, in which students pledge, among other things, to pursue knowledge, act with fairness, integrity and respect, foster individual and civic responsibility, and strive for excellence in all that they do. All students are also required to adhere to the Academic Honor Pledge, and shall not, at any time, be involved with acts of academic misconduct, such as cheating, plagiarism, fabrication, or misrepresentation. Students are absolutely prohibited from engaging in academic misconduct as defined herein.

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. When enrolled at The University of Alabama, students are expected to abide by the Academic Honor pledge. Additionally, 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, and I understand that violation of this code will subject me to charges under the Academic Misconduct Policy and result in penalties as severe as suspension or up to expulsion from the University.

The University is committed to providing its students notice of academic misconduct charges and an opportunity to be heard prior to finding a student responsible and imposing a fair and equitable penalty. This Policy identifies types of academic misconduct and possible penalties and sets forth the process that will be followed when addressing accusations of academic misconduct. Except in divisions that have an alternate academic misconduct policy that has been approved by the Provost or except in instances in which a college is dealing with multiple students accused of academic misconduct in a course and the Provost has approved alternate procedures, academic misconduct cases shall be resolved as set forth below.

II. Types of Academic Misconduct

Academic misconduct by students includes all acts of dishonesty in any academic-related matter and any knowing or intentional help, 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 academic-related matter, exercise, or activity:
1) Cheating: using, attempting to use or assisting in the use of unauthorized materials, information, study aids, or computer-related information.

2) Plagiarism: representing words, data, pictures, figures, works, ideas, computer programs or outputs, or any other work generated by someone else, as one's own.
   
   • Self-Plagiarism: resubmitting your own previously submitted work without proper citation and permission from the current instructor to whom the original work is subsequently submitted.

3) Fabrication: presenting as genuine any invented or falsified citation, data or material.

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

III. Penalties for Academic Misconduct

**Range of Penalties:** Penalties for academic misconduct can range from a reprimand to a penalty as severe as suspension or expulsion for egregious acts and/or multiple offenses.

- **First Offense Penalties:** For a student’s first offense, typical penalties might include, but are not limited to, the student’s grade on an assignment or test being lowered (even to a zero) or the student’s grade being lowered in the course in which the misconduct occurred. If a student is accused of multiple acts of misconduct where the accusations have not been resolved at the college level (and are therefore not considered “second offenses” as defined below), penalties may be more severe than is typical in first offenses and may include a suspension. A suspension normally requires a minimum of one major semester (fall or spring).

- **Second Offense Penalties:** Second offense penalties presume that a first offense has been resolved (i.e., a college has made a finding of responsibility prior to the second academic misconduct act). A penalty of suspension is generally mandated for a finding of responsibility on second offenses. The length of the suspension for a second offense generally ranges from one major semester (fall or spring) to one academic year.

**Discretion in Imposing Penalties:** Academic deans have the authority and discretion to impose a full range of penalties for both first and second offenses. Academic misconduct monitors are authorized to impose penalties up to but not including suspension and may impose penalties of suspension only if authority to do so has been delegated to them by their academic dean. In determining a penalty, the dean or misconduct monitor may take into consideration mitigating factors, such as a student’s admission of academic misconduct in a timely fashion and/or other behavior consistent with acceptance of responsibility.
**Suspensions:** In cases that involve suspension as a penalty, the college in which the misconduct occurred will place a hold on the student’s record to prevent further enrollment, and the Office of the University Registrar will facilitate a drop of any existing future enrollment. The college in which the offense occurred should notify the student’s home college of the length of the suspension at the time of suspension.

**Expulsions:** For egregious acts and/or multiple offenses, a penalty of expulsion may be appropriate. A student permanently expelled is prohibited from reapplying to the University in the future or from earning a degree from any of its colleges or schools. If a disciplinary action results in a recommendation that expulsion is the appropriate sanction, then the matter shall be referred to the Office of Academic Affairs. The Provost and Vice President for Academic Affairs shall review the sanction and shall make the final decision to expel after consultation with the President of the University. Because a decision to expel a student is made after consultation with the President, **a student has no right to request a review of the sanction of expulsion.**

**Timing of Penalties Being Imposed:** Penalties are not imposed until the time for filing an appeal has expired and no timely appeal was filed or after a decision on a timely appeal has been reached and no further appeals may be filed.

IV. Resolution of Academic Misconduct by the Academic Misconduct Monitor

Each academic dean appoints an academic misconduct monitor (hereinafter “monitor”) to resolve an accusation(s) of academic misconduct. The monitor must have had previous classroom experience as an instructor of record at the university level. The monitor is charged with taking reasonable steps to gather evidence regarding the accusation, notifying the student of the academic misconduct accusation, giving the student an opportunity to be heard, resolving the accusation and, where appropriate, imposing a fair and equitable penalty. The monitor may identify a designee to act on their behalf. In all cases, a designee must satisfy the qualifications and act with the authority of a monitor. This section generally describes the process the monitor will follow in resolving an academic misconduct accusation.

If there is a conflict of interest with the monitor handling and/or resolving the particular matter (i.e., the monitor is also the course instructor making the accusation of misconduct), the dean will either select a substitute academic misconduct monitor to follow the process below or may choose to escalate the matter to the dean for the initial meeting. In that instance, if the dean decides the matter pursuant to this Section IV, then there will be no appeal to the dean’s office; any appeal will be limited to the basis for an appeal to the Office for Academic Affairs discussed below.

A. Responsibility of Course Instructor to Report Acts of Academic Misconduct

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 the matter in a timely manner to the monitor of the division within which the alleged misconduct occurred. In most cases, the monitor should receive the report within three weeks of the student’s alleged act of misconduct. The instructor will
take no other action in the matter until a final decision has been reached and time for any appeal exhausted. 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.

The course instructor should submit all evidence to the monitor for review. 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.

B. Academic Misconduct Monitor’s Response and Resolution

1. Initial Responsibilities of Monitor

After a course instructor reports, alleged academic misconduct by a student to the monitor, the monitor may discuss the circumstances involved with the course instructor and/or other appropriate person(s) and will review any pertinent materials in order to determine if a reasonable basis exists for believing that academic misconduct may have occurred. If the monitor concludes that there is a reasonable basis for believing an act of academic misconduct may have occurred, the monitor will determine if the matter is a second offense, will place appropriate holds, and will attempt to notify the student, in writing, of the accusation and of the student’s need to promptly schedule a conference with the monitor to discuss next steps.

a) Determining if an Accusation Represents a Second Offense

Once the monitor concludes that a reasonable basis exists that an act of academic misconduct may have occurred, the monitor will determine if there are any prior academic misconduct findings for that student. If the student has previously been found responsible for academic misconduct, then the monitor will proceed with determining whether the student is responsible, but the monitor will not determine the penalty. Determination of the penalty for second offenses is reserved for the academic dean.

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 the semester, even if the penalty for the accusation is suspension. If an academic misconduct case is underway during a student’s final semester, the awarding of the degree will depend upon the resolution of the case, and, if applicable, penalties imposed.

b) Preventing Student from Dropping Course and Assigning Incomplete Grade

Once the monitor concludes that a reasonable basis exists that an act of academic misconduct may have occurred, the monitor will promptly place a hold on the student’s academic record, indicating the student cannot drop the course in which the alleged misconduct occurred. When such an accusation is made prior to the last day to withdraw from a class with a W grade, 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 responsible for the misconduct after the deadline to withdraw from the class with a W grade, the student will have five (5) business days from the date of the monitor’s written notice to notify the monitor that they wish
to drop that course. If the student is found responsible for misconduct by the monitor, the student will not be allowed to drop the course at any time.

If the accusation of misconduct is made prior to the end of classes for the term, the Office of the University Registrar will be notified to assign an “Incomplete” (I) grade so that the student may not withdraw from the term. If classes have ended for the term and the matter has not been finally resolved, the monitor will advise the instructor to assign the “Incomplete” (I) with the submission of final grades. The “Incomplete” (I) grade will be replaced with the student’s earned grade (after application of any penalty imposed) once the proceedings set forth in this Policy are final.

c) Written Notification to the Student

The monitor will provide written notification to the student of the accusation of academic misconduct, identifying the type of academic misconduct that is alleged to have occurred and the course in which the alleged misconduct occurred. The notification will provide a link to this Policy, recommend that the student review this Policy, and require the student to promptly contact the monitor to schedule a conference with the monitor to discuss the allegations.

Anytime written notification to the student is required in this Policy, it generally will occur via the student’s UA e-mail. A text may be sent to the student’s personal cell phone advising that an email has been sent, or the student may be notified by other ways deemed appropriate by the University.

2. When a Student Fails to Respond in a Timely Fashion to the Monitor’s Request to Meet

a) Monitor’s Responsibility to Make a Timely Finding

If the student does not respond to the request to meet with the monitor within five (5) business days of the communication from the monitor, the monitor will send a second communication to the student. If the student fails to schedule a meeting with the monitor within five (5) business days from the date of the second communication, the monitor will proceed with reviewing the evidence and determining if a preponderance of evidence exists that a violation of this Policy occurred. The monitor will thereafter provide written notice to the student of their finding, with copies to the instructor and other involved parties. The monitor will also indicate in that written notification what, if any, penalty is being imposed.

If the monitor makes a finding of responsibility and imposes a penalty as a result thereof, the student will have five (5) business days from the date of the monitor’s notice to request a meeting with the monitor for further review. If the student fails to request a meeting with the monitor within this five (5) day period, the student will be deemed to have waived their opportunity to meet with the monitor and/or to present evidence to the monitor. At that point, the monitor’s finding of responsibility will stand, and the penalty will be imposed.

b) Student’s Limited Appeal to Set Aside Monitor’s Finding

If a monitor makes a finding of responsibility against a student who has failed to meet with the monitor in a timely fashion and requests to do so, the student may seek to set aside the monitor’s finding by appealing to the dean within five (5) business days of the penalty being imposed. However, the grounds upon which a student may bring an appeal in these circumstances are limited
to mistake, inadvertence, or excusable neglect on the part of the student that caused the student to ignore or otherwise not respond to the monitor’s communications. If the dean determines, in their discretion, that a preponderance of evidence exists that the student’s failure to respond was due to mistake, inadvertence, or excusable neglect, then the dean may accept the case for appeal, and the matter will be resolved by the dean. (See Section V).

3. Student’s Conference with Monitor

The conference with the student and monitor can be held in person or electronically/virtually if the student or other involved parties are not available for an in-person meeting or if the monitor deems it appropriate. The monitor may invite the course instructor and/or other appropriate persons to join the conference. At the start of the conference, the student will be informed again of the accusation of academic misconduct, the type of academic misconduct that is alleged to have occurred, and the course in which the alleged misconduct occurred. The student will also be given a copy of this Policy and be asked to acknowledge receipt of the Policy.

   a) Student’s Rights in Conference

At the conference, the monitor will advise the student of the following:

1) The student is not required to make any statement regarding the matter under investigation.

2) The student may make a voluntary statement if they choose.

3) The student has a right to present any evidence, supporting witnesses, and other information to the monitor.

4) The student has a right to be advised and accompanied by any one person of the student’s choosing. This adviser, who may be an attorney, may privately consult with and advise the student but may not question witnesses, make statements, or otherwise directly participate in the conference. Any fees charged by the adviser are the sole responsibility of the student. The monitor may remove or dismiss a support person/adviser who becomes disruptive or does not abide by the limitations on their participation. These limitations on an advisor accompanying a student to a conference with the monitor apply equally to advisors who accompany students to appeal meetings that are discussed in Section V with the dean and in Section VI with representatives from the Office for Academic Affairs.

5) Students admitted to the University are required to meet the provisions in the English Language Proficiency Policy and must understand and speak the English language sufficiently to participate in class discussions, write multiple-page essays, read and understand assigned textbooks and course materials and comprehend lectures. If a student requests an interpreter and appropriate University officials determine that a language interpreter is either required or in the best interests of the parties, then the University will select and schedule the language interpreter.

6) With the rights listed in items 3 and 4 above, the student is entitled to request a recess in the conference for one week, or more at the sole discretion of the monitor.
b) Possible Findings After Student’s Conference with the Monitor

The monitor will preside over the conference with the student, and the provisions in paragraphs IV.B.3 a) 1) - 5) above apply during the conference. At the conference, the student will be informed of the following three possible findings:

1) **Dismissal.** The matter can be dismissed by the monitor if evidence is presented that leads the monitor to conclude that a preponderance of evidence does not exist that the student engaged in an act of academic misconduct. In that instance, the matter is concluded unless the course instructor files a timely appeal to the dean regarding the monitor’s dismissal. A monitor may also dismiss and send a warning letter.

2) **Admission of Responsibility.** The matter can be concluded by the monitor at the conference level and a penalty imposed if the student makes a voluntary written admission of engaging in an act of academic misconduct. In that instance, the matter is concluded unless either the course instructor or student files a timely appeal to the dean regarding the penalty imposed by the monitor.

3) **Finding of Responsibility.** The matter can be concluded by the monitor at the conference level and a penalty imposed if the monitor concludes that a preponderance of the evidence indicates an act of academic misconduct occurred. In that instance, the matter is concluded unless the student files a timely appeal to the dean regarding the finding of responsibility and/or penalty or the course instructor files an appeal to the dean regarding the penalty imposed by the monitor.

4. Written Notification of Finding by Monitor

The student will be given written notice of the monitor’s finding and, if applicable, of the penalty(ies) to be imposed. Copies of this notice will also be sent to the instructor. The monitor may seek the advice of the course instructor prior to assigning a grade penalty. However, the monitor is not obligated to follow the instructor's recommendation, because a penalty is being assigned rather than an evaluation of academic work. If the course instructor does not approve the grade penalty recommendation, the course instructor has the option of filing an appeal to the academic dean (or dean’s designee).

V. Appeal to Academic Dean

The dean may identify a designee to act on their behalf. In all cases, a designee must satisfy the qualifications and act with the authority of the dean. In colleges in which a monitor may also serve as a dean’s designee, the dean will ensure that the dean’s designee handling the matter/appeal on behalf of the dean is never the monitor whose decision is being appealed or reviewed.

A. Five Days to Appeal Monitor’s Decision to Dean

A monitor’s finding will be forwarded to the academic dean by the monitor if, within five (5) business days from the date of the written notification of the monitor’s finding, either the student or the course instructor notifies the monitor and the dean that they wish to appeal the monitor’s finding of responsibility and/or penalty, including dismissal.
B. Decision of Dean & Notification of Decision

The dean may act alone or in conjunction with a standing divisional committee to review the appeal, but the dean shall make the appeal decision. The academic dean may confer with the course instructor, the student, the monitor and any other appropriate persons to discuss the matter in question. The dean may arrange an individual or group conference to discuss the matter or can act on the evidence already provided in the appeal documents by the course instructor, monitor and student. At the dean’s discretion, conference(s) may be held in person or electronically/virtually.

Notice of the dean's appeal decision will include a statement of any changes to the monitor’s decision and/or penalties imposed. This written notice will be sent to the student with copies to the instructor, other involved parties (with a legitimate need to know and consistent with FERPA), and the monitor. If grade penalties are revised, the dean will notify the appropriate University officials, who will adjust the grade penalty when the decision is deemed final (i.e., when the appeal is concluded or time for appeal has run).

C. Time for Appeal to Office for Academic Affairs

The student or the instructor may appeal the dean's decision to the Office for Academic Affairs if the appeal is filed within five (5) business days of the date of the dean's appeal decision. After five (5) business days, appeals are not accepted. If no appeal is filed, the decision of the dean is final, and the penalty, if any, is imposed.

VI. Appeal to Office for Academic Affairs

The Provost may identify a designee to act on their behalf. In all cases, a designee must satisfy the qualifications and act with the authority of the Provost. Appeals to the Office for Academic Affairs may only be based on substantive grounds such as procedural errors, new evidence, or inconsistencies in penalties assigned. When an appeal is received by the Office for Academic Affairs, the Provost will review the appeal to ensure that these limited substantive grounds have been articulated. If the appeal meets the criteria or is unclear, the Provost may schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If these meetings result in an agreeable solution to the matter, the appeal process will end.

If no such solution is reached, the Provost will make the decision on whether the appeal should be heard or denied. The appeal will not be granted unless there are substantive grounds, such as those noted above, to support the appeal. If the Provost denies the appeal, the appeal process will end. If the appeal is to be heard, the Provost will convene a panel to resolve the issues that remain.

The panel will consist of a person designated by the Vice President for Student Life, a person designated by the Provost, 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 designees 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 appeals panel should hold graduate faculty or graduate student status, respectively. The person designated by the Provost 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 that 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 party requesting the hearing may be accompanied and advised by any one person of the party’s choosing. This adviser, who may be an attorney, may privately consult with and advise the client but may not question witnesses, make statements, or otherwise directly participate in the conference by discussing the alleged misconduct; only the client may participate in the hearing in this manner. Any fees charged by the adviser are the sole responsibility of the party who invited the adviser. The hearing administrator may remove or dismiss an adviser who becomes disruptive or who does not abide by the participation limits.

The panel will decide each of the issues raised in the appeal. The panel's decision will be final and will conclude the University’s process. 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.

Written notice of the panel’s decision to uphold the decision of the dean (or dean’s designee) or to make changes to the findings and/or penalties will be provided to the student with copies to the instructor, dean, and other involved parties.

VII. Records

Disciplinary sanctions, with the exception of University expulsion, shall not be made part of the student’s permanent academic record (official transcript). Records documenting investigations and/or disciplinary actions taken against University students charged with academic misconduct shall be input into a centralized online software system and maintained for as long as required pursuant to the University’s record retention schedule.

(https://studentconduct.sa.ua.edu/policies/record-retention/)
Harassment Policy

Purpose

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on genetic information, race, color, religion, national origin, sex (which includes sexual orientation, gender identity, and gender expression), age, disability or veteran status in admission or access to, or treatment of employment in, its programs and services. Such illegal harassment violates federal civil rights laws and University nondiscrimination policy and may lead to personal liability for the results of such behavior.

Policy

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 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.
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 their 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.

Factors Considered in Determining Existence of Harassment

Definition of Harassment That is Not of a Sexual Nature

Harassment is abusive or hostile conduct that is directed toward or inflicted upon another person because of their race, color, religion, ethnicity, national origin, age, disability, or veteran’s status and which, because of its
severity and/or pervasiveness, unreasonably interferes with an individual’s work or academic performance. Harassment is typically based on stereotyped prejudices and includes, but is not limited to, the following examples, where they are generally part of a pattern of conduct meeting the standard set forth above; slurs, jokes, objectionable epithets, or other verbal, graphic, or physical conduct that demeans, insults, or intimidates an individual because of their race, color, religion, ethnicity, national origin, age, disability, or veteran status. Conduct must be deemed severe and/or pervasive from both a subjecting and an objective perspective.

**Sexual Harassment Defined**

Sexual and gender-based harassment are defined and discussed in greater detail in the University's [Title IX and Sexual Misconduct Policy](#).

**Factors Considered in Assessing Whether Harassment That is Not of a Sexual Nature 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.

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.

Reporting of Harassment or Related Retaliation Allegations

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. For assistance with the process use the contact below for the SSW.
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.

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 Office of the Provost.

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

3. **Employee Complaints**

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

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
   1. The complainant may attempt to resolve the matter directly with the alleged offender and report back to the complaint-receiving official.
   2. 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 they deem appropriate to effect an informal resolution acceptable to both parties.

3. 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 Procedure

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, nonstudent), 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 Office of the Provost.
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.

Disciplinary Sanctions

A conclusion that harassment in violation of University policy or the law has occurred shall subject the offender to appropriate disciplinary action and may result in suspension, discharge, expulsion or dismissal. University disciplinary procedures and possible sanctions are described in the Code of Student Conduct in the Student Handbook, the Staff Handbook and Policy Manual, and the Faculty Handbook. Sanctions imposed will be determined on the basis of the facts of each case and the extent of harm to the University’s interests.
The University has a designated Title IX Coordinator who shall oversee implementation and enforcement of this Policy, compliance with applicable rules and regulations, and coordination of communications between campus and community partners.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Contact:</th>
<th>More Information visit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2418 Capital Hall</td>
<td>205-348-5496</td>
<td><a href="mailto:titleix@ua.edu">titleix@ua.edu</a></td>
</tr>
<tr>
<td>Title IX Coordinator – Executive Director, EEO &amp; Title IX</td>
<td>Beth Howard</td>
<td><a href="mailto:gbhoward@ua.edu">gbhoward@ua.edu</a></td>
</tr>
</tbody>
</table>

**Conduct Covered by the Title IX and Sexual Misconduct Policy**

The University of Alabama ("the University" or "UA") is committed to providing an environment free from sexual misconduct which includes sexual assault, sex or gender-based harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, gender, sexual orientation, gender identity, gender expression, pregnancy, and related retaliation (collectively referred to as "Prohibited Conduct"). The University expects individuals who live, work, teach, study within, or visit this community to contribute positively to the environment and refrain from behaviors that threaten the freedom or respect that every member of our community deserves. Unless ultimately proven otherwise pursuant to the standards and processes of this Policy, individuals accused of Prohibited Conduct are presumed to be not responsible for any alleged violation. Individuals who are found to be in violation of this Policy, however, will be subject to corrective action up to and including termination from employment or expulsion from the University.

Among other things, this Policy defines Prohibited Conduct, prohibits related retaliation; provides reporting requirements for designated University employees; identifies reporting procedures for individuals who have knowledge of an alleged violation; explains the difference between University conduct and criminal investigations; identifies the UA offices to whom a Complainant may report alleged violations in confidence to obtain supportive measures without an investigation, explains University supportive measures, emergency removals and other support services, sets out procedures for addressing potential Prohibited Conduct, and details the University’s comprehensive prevention, education, and awareness plan.

**What Types of Behavior are Considered Prohibited Conduct According to the Title IX and Sexual Misconduct Policy?**

Conduct that is deemed, by a preponderance of the evidence (which means more likely than not the alleged conduct occurred), to be sex or gender-based and meet the definitions of any of the types of Prohibited Conduct identified in the Title IX and Sexual Misconduct Policy (whether defined by UA, or by state (AL) or federal (FED) laws, as amended from time to time), constitutes a violation of the Title IX and Sexual Misconduct Policy.
Prohibited Conduct will be considered either Title IX Prohibited Conduct or Sexual Misconduct Prohibited Conduct, as defined in the Title IX and Sexual Misconduct Policy. The Policy utilizes two different grievance processes to process reports of Prohibited Conduct: The Title IX Process and Sexual Misconduct Process. If the Prohibited Conduct constitutes Title IX Prohibited Conduct, and meets the other criteria outlined in Section C.1. of the Policy, the Title IX Process outlined in Appendix 1 of the Policy will apply. If the Prohibited Conduct constitutes Sexual Misconduct Prohibited Conduct, and meets the other criteria outlined in Section C.2. of the Policy, the Sexual Misconduct Process outlined in Appendix 2 of the Policy will apply.

Title IX Prohibited Conduct includes:

- Sexual Assault
- Intimate Partner Violence: Dating/Domestic Violence
- Stalking
- Title IX Sexual and Gender-Based Harassment

Sexual Misconduct Prohibited Conduct includes:

- Intimate Partner Violence: Dating/Domestic Violence
- Intimate Partner Violence: Harassing Communications
- Stalking
- Sexual Assault
- Sexual Exploitation
- Non-Title IX Sexual or Gender-Based Harassment
- Sexual or Gender-Based Discrimination
- Failure to Comply
- Retaliation

Definitions and examples of Prohibited Conduct are available in the Title IX and Sexual Misconduct Policy.

Is Gender Discrimination Also Covered by Title IX?

Yes, gender discrimination is prohibited in any educational program or activity, including athletics; recruitment, admissions, financial aid and scholarships; course offerings and access; counseling; hiring and retention of employees; and benefits and leave. Discrimination related to pregnancy is also covered by Title IX. For more information on the University’s Nondiscrimination policy, please read our Equal Opportunity, Non-Discrimination, and Affirmative Action Policy.

For more information about accommodations related to pregnancy, see the Pregnant and Parenting Students FAQs.

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on genetic or family medical history information, race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, pregnancy, age, disability,
protected veteran status or any other legally protected basis. Likewise, the University prohibits discrimination on the basis of gender in all University activities and programs. Any form of sexual harassment, including sexual assault and sexual violence, is a violation of University Policy and the Code of Student Conduct. In addition to facing University sanctions, those who engage in sexual assault and sexual violence may also be prosecuted criminally.

Does Title IX Protect LBGTQ+ Students and Employees?

Yes, Title IX protects LBGTQ+ students and employees from discrimination, harassment, and sexual misconduct. This includes physical aggression, intimidation, or hostility based on sex, sex-stereotyping or failure to conform to stereotypical gender norms.

Where Does the University Have Jurisdiction to Address Prohibited Conduct and Gender Discrimination?

The Title IX and Sexual Misconduct Policy applies to:

- Allegations of Prohibited Conduct by UA students or employees regardless of whether the alleged violation occurred on campus or off-campus, but only if the off-campus conduct has the potential for continuing adverse effects on or creating a hostile work or learning environment for students, employees or third parties while on campus.
- Allegations of Prohibited Conduct, including those committed by non-students or nonemployees, that occur on campus or at any location involving a University Education Program or activity (including, but not limited to, University-sponsored study abroad, research, online, or internship programs).

Reporting Channels and Resources are located at

https://www.ua.edu/campuslife/uact/files/chart.pdf (Title IX,
https://uact.ua.edu/information/titleix)

All University Policies are archived by Compliance Bridge:
Student Activities & Organizations

Student Representatives

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

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

Expected duties:

1. **ATTEND MEETINGS**
   
   Be able to attend meeting and bring forth concerns and respond to information pertinent to students from each program component.

   - MSW Program Committee
   - Other meetings as warranted i.e., Graduate Student Association, Diversity Committee, or Field Advisory Committee

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

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

3. **OTHER DUTIES AS DETERMINED**
   
   An ad-hoc group may be convened to coordinate social or class-sponsored projects. Class representatives may assist with these duties.

Elected Representatives

In August, early fall semester, the Program Director will accept nominations and make arrangements for voting.
African American Heritage Month (February)

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

Get on Board Day (GOBD)

Held early each semester (fall and spring), the Coordinating Council for Student Organizations hosts Get on Board Day. Information about campus and national organizations is available. Participating organizations range from the academic and departmental honorary groups to recreational organizations.

Honor’s Day (April)

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

National Association of Christians in Social Work (NACSW)

The University of Alabama Social Work Student Chapter of Christians in Social Work is a student-led organization that welcomes social work students at the undergraduate and graduate levels, including faculty, staff and community professionals. The Purpose of NACSW is to allow a setting for social workers to connect with other Christians in the context of the social work profession.

Mission: to equip its members to integrate Christian faith and professional social work practice.

Meetings: held throughout the semester, for additional contact and involvement visit The School of Social Work website.

National Association of Social Workers (NASW)

The faculty of The School of Social Work encourages all students to become members of the National Association of Social Workers. The benefits of the membership include a reduction of fees for workshops and other special events, and a subscription to the journal Social Work. An additional benefit is reduced membership fee, which continues for three years after graduation for the MSW Program.

Membership: Students (socialworkers.org)
Graduate Social Work Organization

This student organization provides a forum for students to discuss issues, both professional and academic. It is a great opportunity for students to socialize, get to know one another and have fun.

**Mission:** To combat social justice issues in the community through advocacy, research, and direct action.

**Social Media:**
- *Instagram - @UA_GSWO*
- *Facebook - @gswo.ua*
- *Twitter - @UA_GSWO*

Advisor Dr. Sherron Wilkes, MSW Interim Program Director skwilkes@ua.edu
Co-Advisor LeCretia Crumpton, MSW Program Asst. lscrumpton@ua.edu

Phi Alpha Honorary Society – Psi Chapter

Phi Alpha is an international academic service-based honorary society first established in the United States in 1962. The Psi Chapter at The University of Alabama was the 23rd chapter formed. It was established on April 15, 1976.

**Qualifications:** student has completed at least nine semester hours in social work graduate course required for degree, or at least 37.5% of the total hours/credits required for the degree, whichever is later achieved, and rank in the top 35% of their class.

Advisor Dr. Amy Traylor, BSW Program Director atraylor@sw.ua.edu

Social Work Association for Cultural Awareness (SWACA)

This group provides a structure and forum through which social work students and students in related field of social science can exchange ideas, offer services, and develop programs in the interest of minority communities and the community at large.

Advisor Dr. Cassandra Simon, Faculty csimon@sw.ua.edu
APPENDIX A:
Diversity Statements
The University of Alabama School of Social Work affirms its commitment to affecting an inclusive and equitable work and educational environment that allows diversity to thrive for persons regardless of race, ethnicity, sexual orientation, gender identity or expression, age, citizenship status/nation of origin, political belief, religion, or ability status. Within this commitment is an intentionality to operationalize the frameworks of anti-oppression and social justice so that we are accountable to ourselves, each other, the profession, our students, the School, and the community. We recognize that the university environment is comprised of persons who are multifaceted in their social identities and perspectives. We are committed to cultivating constructive environments within which we resolve to engage each other with empathy, openness, and respect. We are also committed to conversations and actions that hold people and systems accountable. Recognizing the profession’s values of dignity and worth of the person and the importance of human relationships, UASSW will use a restorative and healing approach. By upholding our commitment to anti-racism and social justice within our teaching, research, scholarship and service, we empower students to advance equity and justice in all domains of practice, thereby improving social, political, economic, environmental, and health outcomes in partnership with the communities our profession serves.
School of Social Work Policy Statement on Cultural Diversity

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

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.

2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our profession, and our community.

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

SW 500 Social Welfare Policy: History, Problems, and Analysis

SW 501 Social Welfare Policy: Advanced Policy Analysis

SW 506 Social Service Planning and Program Development (elective)

SW 510 Human Behavior and Social Environments I

SW 511 Human Behavior and Social Environments II

SW 513 Models and Methods of Social Work Practice in Health Care (elective)

SW 514 Chemical Dependency (elective)

SW 515 Psychopathology (elective)

SW 523 Family Preservation (elective)

SW 525 Evaluation Research

SW 526 “Isms” and Advocacy in Social Work (elective)

SW 528 Spirituality in Social Work (elective)

SW 529 Advanced Clinical Social Work Practice (elective)

SW 532 Models and Methods of SW Practice with Adults in Mental Health

SW 533 Modules and Methods of Gerontological Social Work Practice

SW 534 Integrative Seminar I-A

SW 535 Integrative Seminar I-B

SW 536 Social Service Program and Agency Administration (elective)

SW 537 Forensic Social Work (elective)

SW 540 Social Work Practice with Individuals and Families
SW 541 Social Work Practice with Groups
SW 542 Social Work Practice with Communities and Organizations
SW 549 Crisis Intervention (elective)
SW 557 Selected Topics in Social Work Practice
SW 559 Pediatric Pulmonary Health Care
SW 564 Models & Methods of SW Practice w/Children and Adolescents Mental Health
SW 565 Models & Methods of SW Practice w/ Child Welfare and Family Services
SW 570 Research-Informed Practice
SW 577 Components of Human Development and Social Systems
SW 578 Social Welfare Policy and Delivery Systems
SW 579 Components of Social Work Practice
SW 585 Geriatric Care Management (elective)
SW 589 Social Work Practice in End-of-Life Care (elective)
SW 590 Field Education I-A
SW 591 Field Education I-B
SW 595 Field Education II-A (AF and CAF {PAA})
SW 596 Field Education II-B (AF and CAF {PAA})
**SW 500**  **Social Welfare Policy: History, Problems, and Analysis**  
3 credit hours  
Prerequisite  Graduate level and/or admission to MSW Program  
Corequisite  SW 510  

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

SW 500 provides a foundation for advanced policy analysis.  

**SW 501**  **Social Welfare Policy: Advanced Policy Analysis**  
3 credit hours  
Prerequisite  Completion of Foundation/ Bridge courses in MSW Program  

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

**SW 506**  **Social Service Planning and Program Development**  
3 credit hours  
Elective  Completion of Foundation/ Bridge courses in MSW Program  

This course helps students develop social work knowledge and skills about critical thinking and reflectively plan and develop social service programs. The emphasis is on public and non-profit social services and practices with poor and underserved clients. Students learn about the social, psychological, historical, political, and economic factors that influence social service planning and program development. The importance of valuing diversity and working respectfully with all relevant stakeholders is stressed, as it is vital to evaluate policy, practice, and program outcomes and choose those with demonstrated effectiveness.
SW 510 Human Behavior and Social Environments I
Prerequisite Graduate level and/or admission to MSW Program
This course introduces students to the Life Course Perspective as an overarching conceptual framework combined with selected theories to understand human behavior across the life course. The Life Course Perspective emphasizes how people's location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over life. Students will critically and reflectively examine the interplay of organizations and communities as part of a person's environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities become influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors. This course is part of a two-course sequence and focuses on the earlier stages of human development from conception to adolescence.

SW 511 Human Behavior and Social Environments II
Prerequisite Graduate level and/or admission to MSW Program
This course introduces students to an overarching conceptual framework and selected theories for understanding human behavior across the life course. A Life Course Perspective emphasizes how a person's location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over life. Students will critically and reflectively examine the interplay of organizations and communities as part of a person's environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how the growth and development of individuals, families, groups, organizations, and communities become influenced by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors. This course is part of a two-course sequence and focuses on the later stages of human development, from young adulthood to advanced old age.

SW 513 Models and Methods of Social Work Practice in Health Care
Elective Completion of Foundation/ Bridge courses in MSW Program
This course prepares students for advanced social work practice in health care settings. Using the Life Course Perspective, this course will address health and health care issues relevant to health care social work. Students are prepared to function as professionals in a rapidly changing health care system characterized by chronic illness, short-term intervention, and managed care. The course also focuses on health prevention and promotion regarding health behaviors and health care disparities, and access to health care. Policy examines the implications and impacts of direct health care service providers. The MSW program themes of Life Course Perspective, critical and reflective thinking, evidence-based practice, diversity, and services to the poor and underserved are all emphasized in this course regarding health care services and social work practice.

SW 514 Chemical Dependency (elective)
Prerequisite Completion of Foundation/ Bridge courses in MSW Program
This course introduces the student to significant theories of addiction and information concerning physiological and psychological consequences of chemical dependency for the substance-dependent
person, their family, and community. Discussions include State and federal policies regarding the control of drugs. The course reviews intervention models, exploring the effectiveness of each on clients, particularly on individuals from special populations such as homeless, clients from different cultures, and clients of different sexual orientations.

**SW 515**  
**Psychopathology**  
*(elective)*  
Prerequisite: Completion of Foundation/Bridge courses in MSW Program

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

**SW 523**  
**Family Preservation**  
*(elective)*  
Prerequisite: Completion of Foundation/Bridge courses in MSW Program

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

**SW 525**  
**Evaluation Research**  
Prerequisite: Completion of Foundation/Bridge courses in MSW Program

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

**SW 526**  
**“Isms” and Advocacy in Social Work**  
Elective: Completion of Foundation/Bridge courses in MSW Program

This course introduces students to theoretical, policy, and practice issues related to various forms of oppression, social and economic injustice, and social work advocacy. The course focuses on sociopolitical (e.g., racism, sexism, ageism, heterosexism, ableism, and classism), intrapersonal (e.g., identity, self-concept, mental health, behavior, and authenticity), and sociocultural (e.g., assimilation, acculturation, cultural fusion, and cultural conflict) processes as they relate to social work practice and social work advocacy—attention given to social injustice and oppression across the life span. Specific emphasis forms critical and reflective thinking and uses evidence-based approaches to social work advocacy targeting injustice, especially to oppressed, disadvantaged, at-risk, and underserved populations.
SW 528 * Spirituality in Social Work* (elective) 3 credit hours
Prerequisite Completion of Foundation/ Bridge courses in MSW Program
This course prepares students to address the role of spirituality in social work practice. The course will overview significant issues relevant to spiritually sensitive social work practice. Specific emphasis on the role spirituality plays in interventions with clients of diverse ethnic, cultural, religious, and non-religious backgrounds. MSW program themes emphasized in this course are evidence-based practice, Life Course Perspective, and critical and reflective thinking.

SW 529 * Advanced Clinical Social Work Practice* (elective) 3 credit hours
Prerequisite Completion of Foundation/ Bridge courses in MSW Program
This course prepares students to address the role of spirituality in social work practice. The course will overview significant issues relevant to spiritually sensitive social work practice. Specific emphasis on the role spirituality plays in interventions with clients of diverse ethnic, cultural, religious, and non-religious backgrounds. MSW program themes emphasized in this course are evidence-based practice, Life Course Perspective, and critical and reflective thinking.

SW 532 * Models and Methods of Social Work Practice with Adults in Mental Health* 3 credit hours
Prerequisite Completion of Foundation/ Bridge courses in MSW Program
Corequisite Lab section - “Distant Learning” student (AL, GA, MS locations)
This course builds on foundation practice courses. It emphasizes evidence-based practice models and intervention methods for effective social work practice with adults experiencing mental health problems. Content focuses on promoting positive mental health; preventing mental illness; and delivering biopsychosocial intervention and rehabilitation services, including work with family members. Emphasis is on helping people with severe and persistent mental illness, substance abuse, and experiences of significant trauma function optimally in the least restrictive environment. A primary focus is on culturally and gender-appropriate interventions and on serving low-income populations and those that have experienced social and economic injustice. Discussions involve treating mental health problems through mental health assessments and treatment plans.

SW 533 * Models and Methods of Gerontological Social Work Practice* 3 credit hours
Prerequisite Completion of Foundation/ Bridge courses in MSW Program
Corequisite Lab section - “Distant Learning” student (AL, GA, MS locations)
This course focuses on evidence-based practice models and methods of intervention necessary for effective, advanced social work practice with older persons and their families. The material presented includes normal and problematic challenges older persons encounter as they experience physical, psychological, and social changes associated with human aging. A particular focus of this course will be on the provision of culturally and gender-sensitive interventions and on addressing the unique needs of low-income elders and elders who continue to be subjected to prejudice, discrimination, and social injustice.
**SW 534  Integrative Seminar I-A**

**Prerequisite**  Completion of Foundation/ Bridge courses in MSW Program

**Corequisite**  SW 590

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

**SW 535  Integrative Seminar I-B**

**Prerequisite**  Completion of Foundation/ Bridge courses in MSW Program

**Corequisite**  SW 590

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

**SW 536  Social Service Program and Agency Administration**  
(*elective*)

**Prerequisite**  Completion of Foundation/ Bridge courses in MSW Program

This course helps students develop social work knowledge and skills to administer social service programs and agencies critically and reflectively. The emphasis is on public and non-profit social services and practices with poor and underserved clients. Students learn about the social, psychological, historical, political, and economic factors influencing organizational development and change over time. The importance of valuing diversity and working respectfully with all of the agency’s stakeholders is stressed as it is essential to evaluate policy, practice, and program outcomes and choose those with demonstrated effectiveness.
**SW 537**  
**Forensic Social Work**  
3 credit hours  
**Elective**  
Completion of Foundation/ Bridge courses in MSW Program  
This course helps provide students with the knowledge and critical thinking skills necessary for specialized practice in forensic social work. *Forensic social work* is defined by the National Association of Forensic Social Workers as “the application of social work to questions and issues relating to law and legal systems, both criminal and civil.” Course content will focus on evidence-based models of intervention within a forensic setting. This course will help students to develop critical and reflective thinking skills. Course content will also focus on valuing diversity and serving the poor and underserved within a forensic setting.

**SW 540**  
**Social Work Practice with Individuals and Families***  
3 credit hours  
**Prerequisite**  
Completion of Foundation/ Bridge courses in MSW Program  
**Corequisite**  
SW 510  
Lab section - “Distant Learning” student (AL, GA, MS locations)  
As one of three social work practice courses offered as a professional social worker, this course provides theoretical and conceptual skill bases underlying social work practice with individuals and families. The course presents a historical overview of the profession’s values and ethics. It provides experiential learning activities for students to demonstrate practice competencies building on the MSW themes of critical and reflective thinking skills and social work practice with diverse populations.

**SW 541**  
**Social Work Practice with Groups***  
3 credit hours  
**Prerequisite**  
Completion of Foundation/ Bridge courses in MSW Program  
**Corequisite**  
SW 511, SW 540  
Lab section - “Distant Learning” student (AL, GA, MS locations)  
In the series of social work practices as a professional social worker, the foundational framework for the systematic study of components and issues involved in social work with groups. The course examines the processes involved in group formation and ongoing processes of assessment, intervention, and evaluation. The course provides experiential learning activities to demonstrate practice competencies with groups. This course stresses using critical and reflective thinking skills as a basis for competent, evidence-based social work practice with diverse groups. It emphasizes valuing human diversity as an underlying social work value that leads to culturally competent practice with vulnerable and poor/underserved populations in group contexts.

**SW 542**  
**Social Work Practice with Communities and Organizations***  
3 credit hours  
**Prerequisite**  
SW 511, SW 540  
**Corequisite**  
Lab section - “Distant Learning” student (AL, GA, MS locations)  
This course is one of three required social work practice courses offered in the professional foundation. This course develops students to understand communities and organizations and social work practice knowledge bases for intervention at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations, which often serve as an immediate context for community practice. The course provides experiential learning activities for students to demonstrate practice competencies. It emphasizes understanding and appreciation of human diversity as an underlying social work value that leads to best practice with the poor and underserved, vulnerable populations in community settings.
<table>
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<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SW 549</td>
<td>Crisis Intervention <em>(elective)</em></td>
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<tr>
<td>Prerequisite</td>
<td>Completion of Foundation/ Bridge courses in MSW Program</td>
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<td></td>
<td>This course aims to introduce the student to the theoretical formulations of crisis theory. The student will learn to assess, intervene, and evaluate the outcomes of crisis intervention with individuals and families and larger systems in various crises. The student will also examine selected research findings regarding the efficacy of crisis intervention for social work practice. Attention renders the effect of the crisis on vulnerable and diverse populations and how this theory exemplifies the values and ethics of the profession. MSW program themes focus on the Life Course Perspective, evidence-based practice, and critical and reflective thinking in this course.</td>
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<tr>
<td>SW 557</td>
<td>Selected Topics in Social Work Practice</td>
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<tr>
<td>Prerequisite</td>
<td>Completion of Foundation/ Bridge courses in MSW Program</td>
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<td></td>
<td>This course provides an opportunity for students to explore a topic of particular interest in social work not offered under the current selection of courses. Topics vary from semester to semester.</td>
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<tr>
<td>SW 559</td>
<td>Pediatric Pulmonary Health Care</td>
<td>1-3</td>
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<tr>
<td>Elective</td>
<td>Completion of Foundation/ Bridge courses in MSW Program</td>
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<tr>
<td></td>
<td>Introduces social work students to pediatric pulmonary diseases and to research literature in this area of health care. Offered according to demand.</td>
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<tr>
<td>SW 564</td>
<td>Models and Methods of Social Work Practice with Children and Adolescents Mental Health*</td>
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</tr>
<tr>
<td>Prerequisite</td>
<td>Completion of Foundation/ Bridge courses in MSW Program</td>
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<tr>
<td>Corequisite</td>
<td>Lab section - “Distant Learning” student (AL, GA, MS locations)</td>
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<td></td>
<td>As one of three social work practice courses offered as a professional social worker, this course provides theoretical and conceptual skill bases underlying social work practice with individuals and families. The course presents a historical overview of the profession's values and ethics. It provides experiential learning activities for students to demonstrate practice competencies building on the MSW themes of critical and reflective thinking skills and social work practice with diverse populations.</td>
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<tr>
<td>SW 565</td>
<td>Models and Methods of Social Work Practice with Child Welfare and Family Services*</td>
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<td>Prerequisite</td>
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<tr>
<td>Corequisite</td>
<td>Lab section - “Distant Learning” student (AL, GA, MS locations)</td>
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<td></td>
<td>As one of three social work practice courses offered as a professional social worker, this course provides theoretical and conceptual skill bases underlying social work practice with individuals and families. The course presents a historical overview of the profession's values and ethics. It provides experiential learning activities for students to demonstrate practice competencies building on the MSW themes of critical and reflective thinking skills and social work practice with diverse populations.</td>
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</tbody>
</table>
Part one of a two-course sequence designed to enable students to engage in the research-informed practice. This first course focuses on providing the background and experiences necessary for students to develop practice-focused research questions, identify and evaluate relevant research literature, and form preliminary answers to their research questions. Students learn the MSW themes of evidence-based practice and critical thinking in this course.

Corequisite: SW 570, SW 578, SW 579

Advanced-standing students must take this course in the summer term prior to their admission to concentration year graduate status. Based on the assumption that students have previous experience with the concepts of human behavior in the social environment concepts in their BSW programs of study, it provides a review of social work foundation content in HBSE to provide uniformity of preparation for students in their concentration year. The course introduces students to the Life Course Perspective as an overarching conceptual framework combined with selected theories to understand human behavior across the life course. The Life Course Perspective emphasizes how people’s location in the social system, the historical period in which they live, and their unique personal biographies shape their developmental experiences. The course emphasizes how individuals create meaning and respond to change over life. Students will critically and reflectively examine the interplay of organizations and communities as part of a person’s environment and how diverse cultures help to shape the environmental and historical context for human development. In summary, students will learn how to influence the growth and development of individuals, families, groups, organizations, and communities by a dynamic interplay of psychological, social, historical, political, spiritual, and economic factors.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SW 579</td>
<td>Components of Social Work Practice*</td>
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</tr>
<tr>
<td>Prerequisite</td>
<td>SW 570, SW 578, SW 579</td>
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<tr>
<td>Corequisite</td>
<td>Lab section - “Distant Learning” student (AL, GA, MS locations)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SW 585</td>
<td>Geriatric Care Management</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Completion of Foundation/ Bridge courses in MSW Program</td>
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</table>

This course helps provide students with the knowledge and critical thinking skills necessary for specialized practice in forensic social work. Forensic social work is defined by the National Association of Forensic Social Workers as “the application of social work to questions and issues relating to law and legal systems, both criminal and civil.” Course content will focus on evidence-based models of intervention within a forensic setting. This course will help students to develop critical and reflective thinking skills. Course content will also focus on valuing diversity and serving the poor and underserved within a forensic setting.
SW 589 | Social Work Practice in End-of-Life and Palliative Care | 3 credit hours
Elective Completion of Foundation/ Bridge courses in MSW Program
This course provides students with an understanding of the practical and emotional aspects of providing social work services to dying people and their families. Foundation knowledge of the field of end-of-life care, including medical, ethical, and legal aspects of providing care to dying individuals and their families, will be provided. Also, advanced knowledge of assessment and intervention techniques utilized in work with dying individuals, families and friends, and health care professionals as they grieve losses due to death. The MSW Program themes of Life Course Perspective, critical and reflective thinking, evidence-based practice, valuing diversity, and services to the poor and underserved will all aspects of end-of-life care in this course.

Field Education I without concentrations

SW 590 | Field Education I-A | 3 credit hours
Prerequisite Completion of Foundation/ Bridge courses in MSW Program
Corequisite SW 511, SW 540
Building on a liberal arts background, Field Education I - offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide various services to diverse populations using individual, family, group, and community interventions.

SW 591 | Field Education I-B | 5 credit hours
Prerequisite SW 534, SW 590
Corequisite SW 535
The second of two foundational practica prepares students for generalist social work practice. Building on a liberal arts background, Field Education IB offers students supervised opportunities to apply knowledge, skills, and values learned in foundation social work practice, social welfare policy, human behavior in the social environment, and social work research classes. Students will have an opportunity to work in agencies that provide services to diverse populations using individual, family, group, and community interventions.
Field Education II – A by concentration: Children, Adolescents and their Families

**SW 595**

**Field Education II-A:**
SW Practice with Children, Adolescents, and their Families (CAF) & PAA

**3-9 credit hours**

**Prerequisite**
60 credit hours: SW 500, SW 510, SW 511, SW 534, SW 535, SW 540, SW 541, SW 542, SW 570, SW 590, SW 591

**Prerequisite**
42 credit hours: SW 570, SW 577, SW 578, SW 579

Completion of Foundation/ Bridge courses in MSW Program

**Corequisite**
SW 564, SW 565
Washington, DC – SW 501

This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills necessary for social work practice with children and adolescents and their families.
Field Education II – A by concentration: Adults and their Families

**SW 595**  
Field Education II-A:  
SW Practice with Adults and their Families (AF)  
3-9 credit hours

**Prerequisite**
60 credit hours: SW 500, SW 510, SW 511, SW 534, SW 535, SW 540, SW 541, SW 542, SW 570, SW 590, SW 591

**Prerequisite**
42 credit hours: SW 570, SW 577, SW 578, SW 579  
Completion of Foundation/ Bridge courses in MSW Program

**Corequisite**
SW 532, SW 533  
Washington, DC – SW 501

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

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**SW 595**  
Field Education II-A:  
SW Practice with Adults and their Families (AF) & PAA emphasis  
3-9 credit hours

**Prerequisite**
60 credit hours: SW 500, SW 510, SW 511, SW 534, SW 535, SW 540, SW 541, SW 542, SW 570, SW 590, SW 591

**Prerequisite**
42 credit hours: SW 570, SW 577, SW 578, SW 579  
Completion of Foundation/ Bridge courses in MSW Program

**Corequisite**
SW 523, SW 533  
Washington, DC – SW 501

This specialization-year course allows the student to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills necessary for social work practice with adults and their families. Further, this course provides the opportunity for students to enhance their practice skills in planning and management related to adults and their families.
Field Education II – B by concentration: Children, Adolescents and their Families

**SW 596**

**Field Education II-B: SW Practice with Children, Adolescents, and their Families (CAF)**

3-9 credit hours

**Prerequisite**
60 credit hours: SW 500, SW 510, SW 511, SW 534, SW 535, SW 540, SW 541, SW 542, SW 570, SW 590, SW 591

**Prerequisite**
42 credit hours: SW 570, SW 577, SW 578, SW 579

**Completion of Foundation/ Bridge courses in MSW Program**

**Corequisite**
SW 525
Washington, DC – SW 501

The second of two concentration practica intends to prepare students for advanced practice. This specialization course allows the student to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills necessary for social work practice. This specialization-year course provides the student the opportunity to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills necessary for social work practice with children and adolescents and their families. Further, this course provides the opportunity for students to enhance their practice skills in planning and management related to children, adolescents, and their families.
Field Education II – B by concentration: Adults and their Families

**SW 596**
Field Education II-B: SW Practice with Adults and their Families (AF) & PAA emphasis
3-9 credit hours

Prerequisite 60 credit hours: SW 500, SW 510, SW 511, SW 534, SW 535, SW 540, SW 541, SW 542, SW 570, SW 590, SW 591

Prerequisite 42 credit hours: SW 570, SW 577, SW 578, SW 579
Completion of Foundation/ Bridge courses in MSW Program

Corequisite SW 525
Washington, DC – SW 501

The second of two concentration practica intends to prepare students for advanced practice. This specialization course allows the student to integrate through direct experience in an educationally supervised environment the knowledge, values, and skills necessary for social work practice.
APPENDIX C:
MSW/MPH Coordinated Degree Program
**DUAL DEGREE PROGRAM**

**MSW/MPH DEGREE**

Start at The University of Alabama and end at The University of Alabama at Birmingham.

*Students who choose this option must apply to both universities.

Our Distance Learning students are required to attend 2 in-person and 2 virtual *Skills Lab(s) for SW 540, SW 541, SW 542 and for either designated concentration courses SW 532 & 533 or SW 564 & 565.
Advanced Standing – (DL* and Campus)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Offered</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>MSW Bridge Year Coursework</strong></td>
<td></td>
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<tr>
<td>SW 570 Research Informed Practice</td>
<td>CO</td>
<td>CO</td>
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<tr>
<td>SW 577 Components of Human Dev. &amp; Social Systems</td>
<td>CO</td>
<td>CO</td>
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<tr>
<td>SW 578 Social Welfare Policy and Delivery Systems</td>
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<tr>
<td>SW 579 Components of Social Work Practice*</td>
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<td>CO</td>
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<td><strong>Total MSW bridge coursework hours</strong></td>
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<td><strong>SW Concentration Year</strong></td>
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<tr>
<td>SW 532* &amp; SW 533* Concentration: Adults and Families</td>
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<tr>
<td><strong>EITHER</strong></td>
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<tr>
<td>SW 564* &amp; SW 565* Concentration: Children, Adolescents and their Families</td>
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<tr>
<td>SW Elective (course offerings vary by semester)</td>
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<td>SW 501 Social Welfare Policy Analysis</td>
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<td><strong>Concentration Courses must be completed concurrent with SW 595 or prior to being enrolled in Field II</strong></td>
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<td>SW 595 Field II</td>
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<td><strong>MPH Core Requirements</strong></td>
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<tr>
<td>PUH 603 Quantitative Methods in Public Health Systems (SW 525 transfer credit)</td>
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<td>PUH 602 Community Assessments in Public Health (SW elective transfer credit)</td>
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<tr>
<td>PUH 604 Public Health Programs and Policies (SW elective transfer credit)</td>
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<td><strong>Total Hours for MSW degree</strong></td>
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</table>

AF = Adults and Family (*532 & 533 are taken together, includes Skills Lab)  
CAF = Children Adolescents and Families (*564 & 565 are taken together, includes Skills Lab)  
*Distance Learners are required to attend Skills Labs (2 face-to-face and 2 virtual)

Student Signature: ____________________________ Date: ____________

MSW Program Director/Advisor Signature: ____________________________ Date: ____________
# 60 Credit Hour – (DL* and Campus)

<table>
<thead>
<tr>
<th>Course Name</th>
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<tr>
<td>MSW Foundation Core Requirement</td>
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<td>SW 500 Social Welfare Policy</td>
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<tr>
<td>SW 510 Human Behavior &amp; Social Environments I</td>
<td>OC</td>
<td>O 3</td>
</tr>
<tr>
<td>SW 540 Social Work Practice with Individuals &amp; Families*</td>
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<td>3</td>
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<td>SW 541 Social Work Practice with Groups*</td>
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<td>SW 542 Social Work Practice with Communities &amp; Organizations *</td>
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<td>SW 570 Research-Informed Practice</td>
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<td>SW 511 Human Behavior &amp; Social Environments II</td>
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<td>SW 534 Integrative Seminar I</td>
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<td>SW 535 Integrative Seminar II</td>
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</tr>
<tr>
<td>SW 590 Field I</td>
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<tr>
<td>SW 591 Field II</td>
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</tr>
<tr>
<td>Total MSW Core Curriculum hours</td>
<td></td>
<td>30</td>
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</tbody>
</table>

| SW Concentration Year |         |              |
| SW 532* & SW 533* Concentration: Adults and Families | OC      | 6            |
| EITHER |         |              |
| SW 564* & SW 565* Concentration: Children, Adolescents and their Families | OC      | 6            |
| SW 501 Social Welfare Policy | OC      | OC OC 3       |
| SW 595 Field II-A | OC      | 3            |
| SW 596 Field II-B | OC      | 6            |
| Total MSW Concentration Year |         | 18           |

| MPH Core Requirements - Shared Hours with MSW program |         |              |
| PUH 603 Quantitative Methods in Public Health Systems (SW 525 transfer credit) | C O O | 3            |
| PUH 602 Community Assessments in Public Health (SW elective transfer credit) | C O O | 3            |
| PUH 604 Public Health Programs and Policies (SW elective transfer credit) | C O O | 3            |
| PUH 605 Public Health Leadership (SW elective transfer credit) | O O O | 3            |
| Total Shared Hours from MPH |         | 12           |
| Total Hours for MSW degree |         | 60           |

AF = Adults and Family (*532 & 533 are taken together, includes Skills Lab)
60 Credit Hour – (DL* and Campus)

CAF = Children Adolescents and Families (*564 & 565 are taken together, includes Skills Lab)
*Distance Learners are required to attend Skills Labs (2 face-to face and 2 virtual)

Student Signature: ___________________________ Date: _______________

MSW Program Director/Advisor Signature: ___________________________ Date: _______________
# MPH Curriculum Planning Sheet

**Population Health**  
**MSW/MPH**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Banner ID:</th>
<th>Start Date:</th>
<th>Graduation Date:</th>
</tr>
</thead>
</table>

**All MPH core courses must be taken before students register for the internship. HB 695 must be completed in the final semester of enrollment (students graduating in summer must take in spring). Students are not allowed to take PUH 697 and HB 695 concurrently.**

## MPH Core Requirements: 14 hours

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Term Available</th>
<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUH 601: This is Public Health</td>
<td>O O O</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PUH 602: Community Assessments in Public Health</td>
<td>O O</td>
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<td></td>
</tr>
<tr>
<td>PUH 603: Quantitative Methods in Public Health</td>
<td>C O O</td>
<td>3</td>
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</tr>
<tr>
<td>PUH 604: Public Health Programs and Policies</td>
<td>C O</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUH 605: Public Health Management and Evaluation</td>
<td>C O</td>
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<td></td>
<td></td>
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<tr>
<td>PUH 606: Public Health Leadership</td>
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</table>

## Applied Practice Experience: 3 hours

<table>
<thead>
<tr>
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<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PUH 697: Internship</td>
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</table>

## Course Required for Population Health Degree: 4 hours

<table>
<thead>
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<th>Term Available</th>
<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>PUH 610: Population Health</td>
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<tr>
<td>ENH 695: ENH Perspectives</td>
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## Approved Electives: 7 hours

<table>
<thead>
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<th>Course Name</th>
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<th>Term &amp; Year</th>
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<tbody>
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<tr>
<td>Any MPH Elective</td>
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<tr>
<td>Any MPH Elective</td>
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## Integrative Learning Experience: 2 hours

<table>
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<th>Term Available</th>
<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>HB 695: HB Integrative Learning Experience</td>
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</table>

## Total SOPH Hours

| Total SOPH Hours | 30 |

## Shared Hours from MSW Curriculum

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Term Available</th>
<th>Credit Hours</th>
<th>Term &amp; Year</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>SW 525: Evaluation Research</td>
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<tr>
<td>SW Elective</td>
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<tr>
<td>SW Elective</td>
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</tbody>
</table>

## Social Work Elective Options

- SW 506: Planning and Prog Development
- SW 513: SW Practice in Health Care
- SW 514: Chem Depend Knowledge Interven
- SW 515: Psychopathology
- SW 523: Family Preservation
- SW 528: Spirituality in SW Practice
- SW 529: Adv Clinical Social Work Prac
- SW 536: Social Service Prog Agency Adm
- SW 549: Crisis Intervention

## Total Hours Earned for MPH Degree

| Total Hours Earned for MPH Degree | 42 |

C=Campus; O=Online; CO=Either Option Available; I=Internship Site

* indicates skills lab for distance learner students.
APPENDIX D:
MSW/JD Coordinated Degree Program
DUAL DEGREE PROGRAM

MSW/JD DEGREE

This dual degree is a cross-sectional partnership between The University of Alabama School of Social Work and the Law School.
*Students who choose this option must apply and be admitted into both graduate school programs.

This program is best for on-campus students due to the Law School curriculum.
## 42 Credit Hours Summer MSW Start
*(On-Campus)*

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Offered</th>
<th>Term/ Year</th>
<th>Grade</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year: Fall Semester LAW</strong></td>
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<tr>
<td>LAW 603: Criminal Law</td>
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<tr>
<td>LAW 608: Civil Procedure</td>
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<td>4</td>
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<tr>
<td>LAW 610: Legal Writing I</td>
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<td>SU</td>
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<td>4</td>
</tr>
<tr>
<td>LAW 600: Contracts I</td>
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<td>FA</td>
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<td>2</td>
</tr>
<tr>
<td>HB 602: Torts</td>
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</tr>
<tr>
<td><strong>Total JD Semester Hours</strong></td>
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<td>16</td>
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<tr>
<td><strong>First Year: Spring Semester LAW</strong></td>
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<tr>
<td>LAW 642: Evidence</td>
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<tr>
<td>LAW 601: Property</td>
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<tr>
<td>LAW 648: Legal Writing II</td>
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<tr>
<td>LAW 609: Constitutional Law</td>
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<tr>
<td>LAW 605: Contract II</td>
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<tr>
<td><strong>Total JD Semester Hours</strong></td>
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<td>16</td>
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<tr>
<td><strong>First Year: Summer Semester SW</strong></td>
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<tr>
<td>SW 570: Research Informed Practice</td>
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<tr>
<td>SW 577: Human Development &amp; Social Systems</td>
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<tr>
<td>SW 578: Social Welfare Policy</td>
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<td>SW 579: Social Work Practice</td>
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<tr>
<td><strong>Total SW Semester Hours</strong></td>
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<td>12</td>
</tr>
<tr>
<td><strong>AF = Adults and Family</strong> (<em>SW 532 &amp; 533 are taken together, includes Skills Lab)</em></td>
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<tr>
<td><strong>CAF = Children Adolescents and Families</strong> (<em>SW 564 &amp; 565 are taken together, includes Skills Lab)</em></td>
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</tr>
</tbody>
</table>

| Second Year: Fall Semester SW    |         |            |       |              |
| SW 532* & SW 533* Concentration: Adults and Families Concentration |     |            |       | 3            |
| OR                               |         |            |       |              |
| SW 564* & SW 565* Concentration: Children, Adolescents and Families |   |            |       | 3            |
| LAW 660: Legal Profession        |         |            |       | 13           |
| LAW Electives                    |         |            |       | 6            |
| **Total Semester Hours**         |         |            |       | 15           |

---

133
## 42 Credit Hours Summer MSW Start

*(On-Campus)*

### Second Year: Spring Semester SW

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 525: Evaluation Research</td>
<td>3</td>
</tr>
<tr>
<td>LAW Seminar</td>
<td>2</td>
</tr>
<tr>
<td>LAW Course ***</td>
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</tr>
<tr>
<td>LAW Electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Third Year: Fall Semester SW Concentration Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LAW Professional Skills Class</td>
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<td>LAW Course ***</td>
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<tr>
<td>LAW Electives</td>
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</tr>
<tr>
<td><strong>Total JD Semester Hours</strong></td>
<td><strong>15</strong></td>
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</table>

### Third Year: Spring Semester Coordinated

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SW 595: Field Education</td>
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<tr>
<td><strong>Total MSW Semester Hours</strong></td>
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</table>

### Fourth Year: Fall Semester Law

<table>
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<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
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<td>LAW Course ***</td>
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<tr>
<td><strong>Total JD Semester Hours</strong></td>
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</table>
# 42 Credit Hours Spring MSW Start

**(On-Campus)**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Offered</th>
<th>Term/Year</th>
<th>Grade</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year: Fall Semester LAW</strong></td>
<td></td>
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<tr>
<td>LAW 603: Criminal Law</td>
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<tr>
<td>LAW 608: Civil Procedure</td>
<td></td>
<td>SU</td>
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<td>4</td>
</tr>
<tr>
<td>LAW 610: Legal Writing I</td>
<td></td>
<td>FA</td>
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<td>4</td>
</tr>
<tr>
<td>LAW 600: Contracts I</td>
<td></td>
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<td>2</td>
<td>4</td>
</tr>
<tr>
<td>HB 602: Torts</td>
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<td></td>
</tr>
<tr>
<td><strong>Total JD Semester Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| **First Year: Spring Semester LAW** |         |           |       |              |
| LAW 642: Evidence             |         | SP        |       | 3            |
| LAW 601: Property             |         | SU        |       | 4            |
| LAW 648: Legal Writing II     |         | FA        |       | 2            |
| LAW 609: Constitutional Law   |         |           | 4     |              |
| LAW 605: Contract II          |         |           | 3     |              |
| **Total JD Semester Hours**   |         |           |       | **16**       |

| **Second Year: Fall Semester SW** |         |           |       |              |
| LAW Electives                 |         | SP        |       | 12           |
| LAW Course ***                |         | SU        |       | 3            |
| **Total MSW Semester Hours**  |         |           |       | **15**       |

| **Second Year: Spring Semester SW** |         |           |       |              |
| SW 570: Research Informed Practice |       | SP        |       | 3            |
| SW 577: Human Development & Social Systems |       | SU        |       | 3            |
| SW 578: Social Welfare Policy  |         | FA        |       | 3            |
| SW 579: Social Work Practice  |         |           | 3     |              |
| **Total MSW Semester Hours**   |         |           |       | **12**       |

AF = Adults and Family (*532 & 533 are taken together, includes Skills Lab)
CAF = Children Adolescents and Families (*564 & 565 are taken together, includes Skills Lab)
### Third Year: Fall Semester SW Concentration Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 532* &amp; SW 533* <em>Concentration</em>: Adults and Families</td>
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</tr>
<tr>
<td><strong>EITHER</strong></td>
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<tr>
<td>SW 564* &amp; SW 565* <em>Concentration</em>: Children, Adolescents and Families</td>
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<tr>
<td>LAW 660: Legal Profession</td>
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### Third Year: Spring Semester Coordinated

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SW 525: Evaluation Research</td>
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</tr>
<tr>
<td>LAW Seminar</td>
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</tr>
<tr>
<td>LAW Course ***</td>
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<tr>
<td>LAW Electives</td>
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</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

### Fourth Year: Fall Semester Law

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW Professional Skills Class</td>
<td>3</td>
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<td>LAW Electives</td>
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<tr>
<td><strong>Total JD Semester Hours</strong></td>
<td>15</td>
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</tbody>
</table>

### Fourth Year: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SW 595: Field Education</td>
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<tr>
<td><strong>Total MSW Semester Hours</strong></td>
<td>15</td>
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</tbody>
</table>
# 60 Credit Hours Fall Start

*(On-Campus)*

<table>
<thead>
<tr>
<th>Course Name</th>
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<th>Term/Year</th>
<th>Grade</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>First Year: Fall Semester LAW</strong></td>
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<tr>
<td><strong>Second Year: Fall Semester SW</strong></td>
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<tr>
<td>SW 500: Social Welfare Policy</td>
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<tr>
<td>SW 510: Human Behavior and Social Environments I</td>
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<tr>
<td>SW 540: Social Work Practice and Individuals and Families*</td>
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<tr>
<td>SW 541: Social Work Practice with Groups*</td>
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<tr>
<td>SW 542: Social Work Practice with Communities and Organizations*</td>
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<tr>
<td><strong>Total MSW Semester Hours</strong></td>
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<tr>
<td><strong>Second Year: Spring Semester SW</strong></td>
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<tr>
<td>SW 511: Human Behavior and Social Environments II</td>
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<tr>
<td>SW 570: Research-Informed Practice</td>
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</tr>
<tr>
<td>SW 534: Integrative Seminar</td>
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<td>SW 590: Field Education I</td>
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<td></td>
<td>9</td>
</tr>
<tr>
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<td></td>
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<td></td>
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AF = Adults and Family (*532 & 533 are taken together, includes Skills Lab*)
CAF = Children Adolescents and Families (*564 & 565 are taken together, includes Skills Lab*)
### Third Year: Fall Semester SW Concentration Year

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>SW 532* &amp; SW 533* <strong>Concentration:</strong> Adults and Families</td>
<td>3</td>
</tr>
<tr>
<td><strong>EITHER</strong></td>
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</tr>
<tr>
<td>SW 564* &amp; SW 565* <strong>Concentration:</strong> Children, Adolescents and Families</td>
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</tr>
<tr>
<td>LAW 660: Legal Profession</td>
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<tr>
<td>LAW Electives</td>
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### Third Year: Spring Semester Coordinated

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<tr>
<td>LAW Seminar</td>
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<tr>
<td>LAW Course ***</td>
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<tr>
<td>LAW Electives</td>
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### Fourth Year: Fall Semester Law

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<td>LAW Course ***</td>
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<td>LAW Electives</td>
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### Fourth Year: Spring Semester

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APPENDIX E:
FORMS
REQUEST FOR INDEPENDENT STUDY (SW 553)

Semester: _________________  Year: _________________

Student’s Name ______________________ Phone# ______________________

Student’s CWID ______________________

Student’s Email ______________________

Student’s Address ______________________

____________________________________________________________________

City ______________________ State ____________ Zip Code ____________

Date Submitted for Approval _________________

Required Signatures:

Student ______________________________________ Date ______________________

Advisor ______________________________________ Date ______________________

Supervising Instructor ______________________ Date ______________________

Program Director ______________________ Date ______________________

Associate Dean ______________________ Date ______________________

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

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

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

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

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

The student is responsible for initiating a request for Independent Study with the concurrence of his/her advisor. The Request for Independent Study form must be completed by the student and the supervising instructor and submitted to the MSW Program Director for approval. Final approval of the request is made by the Associate Dean.

*Signatures should be obtained in the order listed on the form.*
APPENDIX F:
Council on Social Work Education
About CSWE

Founded in 1952, the Council on Social Work Education (CSWE) is the national association representing social work education in the United States. Its members include over 800 accredited baccalaureate and master’s degree social work programs, as well as individual social work educators, practitioners, and agencies dedicated to advancing quality social work education. Through its many initiatives, activities, and centers, CSWE supports quality social work education and provides opportunities for leadership and professional development, so that social workers play a central role in achieving the profession’s goals of social and economic justice. CSWE’s Commission on Accreditation is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States and its territories.

Vision

To ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society.

Mission

To advance excellence and innovation in social work education and research by providing leadership, ensuring quality in teaching and learning, and strengthening the capacity of our member institutions.

Governance

The direct vote of full members and an elected Board of Directors govern CSWE. The Board is composed of members from across the country and represents educational programs, faculty, practitioners, ethnic minority groups, and private citizens. CSWE’s membership includes individuals from the entire field of social work: graduate and undergraduate educational programs, public agencies, voluntary agencies, social work educators, field instructors, and other interested persons. Members volunteer their knowledge and time by serving on CSWE commissions, councils, and task forces.

Council and commission members are appointed for 3-year terms by the CSWE Board Chair in July. All volunteers must maintain current CSWE membership.

- The [Commission on Accreditation](#) confers accreditation status on baccalaureate and master’s social work programs.
- The [Commission for Diversity and Social and Economic Justice](#) promotes in social work education inclusion, equity, social and economic justice, and the integration of knowledge of how the multiple aspects of human diversity intersect.
  - The [Council on Disability and Persons with Disabilities](#) develops social work education resources that are related to issues surrounding disability and the experiences of individuals with disabilities.
Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs

COUNCIL ON SOCIAL WORK EDUCATION

Commission on Accreditation
Commission on Educational Policy
The Council on Social Work Education’s Commission on Accreditation (COA) and Commission on Educational Policy (COEP) are responsible for developing the 2022 Educational Policy and Accreditation Standards (EPAS). The educational policy was developed by COEP and approved by the CSWE Board of Directors on June 3, 2022. The accreditation standards were developed and approved by COA on June 9, 2022, and amended on September 1, 2022.
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Accreditation is a system for recognizing educational institutions and the professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Accreditation (CHEA) to accredit baccalaureate and master’s degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master’s degree programs in social work, for ensuring that the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, the COA administers a multistep peer-review accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of social work education programs in institutions and encourages continuous improvement. These findings are based on the Educational Policy and Accreditation Standards (EPAS) developed by the COA and the Commission on Educational Policy (COEP). Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

CSWE’s COA uses the EPAS to accredit baccalaureate and master’s-level social work programs. The 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.

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. Social work educators serve the profession through their teaching, research, scholarship, and service. Social work educators are responsible for ensuring that students are prepared to practice safely, competently, and ethically with all clients, constituents, and the public. Additionally, social work education prepares competent practitioners to develop socially responsible policy, address the policy implications of their work, and implement strategies to address inequalities and inequities.
EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the CHEA also requires that accreditors have a process whereby standards are reviewed periodically by the COA. The EPAS review process has taken more than 5 years, and drafts have been issued for public review and comment. The intent of the COA and the COEP is to solicit feedback from as many constituents as possible in as many ways as possible. The COA and the COEP thank the programs, individuals, organizations, and communities of interest that provided feedback on the drafts.

About the 2022 EPAS Document

The 2022 EPAS adopts a competency-based education framework identifying the nine social work competencies accompanied by a set of behaviors for each competency. Following the nine social work competencies, the EPAS describes five elements of an integrated program design:

1. Program mission (EPAS 1.0)
2. Anti-racism, diversity, equity, and inclusion (EPAS 2.0)
3. Explicit curriculum (EPAS 3.0)
4. Implicit curriculum (EPAS 4.0)
5. Assessment (EPAS 5.0)

The five elements of the EPAS each include educational policies and accreditation standards, which are conceptually linked to one another. Educational policies describe each of the five program elements. Accreditation standards are informed by the educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate or master’s level.

Each accreditation standard is preceded by a number, followed by the text of the standard. Compliance statements used in accreditation reviews are located underneath each accreditation standard. Viewed together, the accreditation standard and compliance statements provide an indication of whether the standard has been met. The compliance statements are considered by the Commission on Accreditation (COA) in determining whether the social work program meets each accreditation standard.

Accreditation standards with numbers preceded by the letter “B” apply only to baccalaureate-level social work programs. Accreditation standards with numbers preceded by the letter “M” apply only to master’s-level social work programs. Accreditation standards with numbers preceded by no letter are applicable to baccalaureate-level and master’s-level social work programs.
SWE has adopted a competency-based education framework for its EPAS. A competency-based approach identifies and assesses what students demonstrate in practice. In social work, this approach involves assessing students’ ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Competency-based education is an outcome-oriented approach to curriculum design. The goal of the outcome-oriented approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In the EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that consist of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, program developers produce the substantive content, pedagogical approaches, and educational activities that provide learning opportunities for students to demonstrate competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows that programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students’ demonstration of competence. Programs use assessment methods to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Because social work practice is complex and multidimensional, the assessment methods used by programs and the data collected may vary by context.
The nine social work competencies are listed in this section. Programs may add competencies that are consistent with their mission to respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Master’s programs extend and enhance the nine social work competencies, and any additional competencies added by the program, for each area of specialized practice. By extending and enhancing the competencies, programs provide master’s-level students with the four dimensions (i.e., knowledge, values, skills, and cognitive and affective processes) relevant to each area of specialized practice. A specialized competency description is developed to incorporate the four dimensions and specialized behaviors for each competency and any additional competencies added by the program.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession’s history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
c. use technology ethically and appropriately to facilitate practice outcomes; and
d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels; and

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and
values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs; and

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

**Competency 5: Engage in Policy Practice**

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis,
implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

**Competency 6: 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 individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

**Competency 7: 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying
strengths with individuals, families, groups, organizations, and communities to develop a mutually
agreed-upon plan. Social workers recognize the implications of the larger practice context in the
assessment process and use interprofessional collaboration in this process. Social workers are self-
reflective and understand how bias, power, privilege, and their personal values and experiences
may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally
responsive and interprofessional conceptual frameworks, when assessing clients and
constituencies; and

b. demonstrate respect for client self-determination during the assessment process by
collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: 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. Social workers understand theories of human behavior,
person-in-environment, and other interprofessional conceptual frameworks, and they critically
evaluate and apply this knowledge in selecting culturally responsive interventions with clients
and constituencies, including individuals, families, groups, organizations, and communities. Social
workers understand methods of identifying, analyzing, and implementing evidence-informed
interventions and participate in interprofessional collaboration to achieve client and constituency
goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally
responsive, evidence-informed interventions to achieve client and constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on
behalf of clients and constituencies.

Competency 9: 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 evaluate processes and outcomes to
increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and
anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of
human behavior and person-in-environment, as well as interprofessional conceptual frameworks,
and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes; and

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
Educational Policy 1.0: Program Mission

The program mission reflects a process informed by a commitment to student attainment of the nine social work competencies. It is grounded in the profession’s purpose and in the core values of the social work profession and informed by the program’s context.

Purpose
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, racial, economic, and environmental justice; the creation of conditions that facilitate the realization of human rights; the elimination of poverty; and the enhancement of life for all people, locally and globally.

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, along with an anti-racist and anti-oppressive perspective, underpin the explicit and implicit curriculum and frame the profession’s commitment to respect all people and the quest for social, racial, economic, and environmental justice.

Program Context
Program context encompasses the needs and opportunities of practice communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, institutional, 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

1.0.1 The program has a program-level mission statement that is consistent with the profession’s purpose and values. Institutions with accredited baccalaureate and master’s programs have a separate mission statement for each program.

a. The program provides the program-level mission statement.

b. The program describes how the program’s mission statement is consistent with the profession’s purpose and values, as described in Educational Policy 1.0.

c. The program addresses all program options.
1.0.2 The program’s mission statement is consistent with the program’s context.

a. The program describes its context, including a description of its program options.

b. The program describes how the program mission statement is consistent with the program’s context, as described in Educational Policy 1.0.

c. The program addresses all program options.
Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

Social work programs integrate anti-racism, diversity, equity, and inclusion (ADEI) approaches across the curriculum. Programs provide the context through which students learn about their positionality, power, privilege, and difference and develop a commitment to dismantling systems of oppression, such as racism, that affect diverse populations. Programs recognize the pervasive impact of White supremacy and privilege and prepare students to have the knowledge, awareness, and skills necessary to engage in anti-racist practice. The dimensions of diversity, equity, and inclusion are understood as the intersectionality of multiple factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Faculty and administrators model anti-racist and anti-oppressive practice and respect for diversity and difference. Faculty and administrators also foster an equitable and inclusive learning environment by facilitating important ADEI discourse. The program’s commitment to ADEI is reflected in its explicit and implicit curriculum. Together the implicit and explicit curricula are informed by the program context and learning environment. The program recognizes the important role of the learning environment in the education of program participants, especially with respect to the value and meaning of anti-racism, diversity, equity, and inclusion, and the development of cultural humility. The program has an inclusive approach to addressing the vast range of student learning needs, including intentional planning and implementation of inclusive practices and pedagogies in the explicit curriculum that reduce barriers while optimizing accessibility and equity for students. Students are responsible for their learning, collaborating with peers and colleagues, and practicing with historically and currently oppressed populations through an anti-racist lens.

Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI)

2.0.1  The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

   a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.

   b. The program addresses all program options.

2.0.2  The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

   a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.

   b. The program addresses all program options.
Explicit Curriculum

Educational Policy 3.0: Explicit Curriculum

The explicit curriculum is the program’s design and delivery of formal education to students, and it includes the curriculum design, courses, course content, and field education curriculum used for each of its program options. Social work education is grounded in the liberal arts and a commitment to anti-racism, diversity, equity, and inclusion, which together provide the intellectual basis for the professional curriculum and inform its design. The integration of anti-racism, diversity, equity, and inclusion principles across the explicit curriculum includes anti-oppression and global positionality, interdisciplinary perspectives, and comparative analysis regarding policy, practice, and research.

Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master’s levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities. Master’s programs provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.

The explicit curriculum, including field education, fosters a learning environment and engaged learning methods informed by guidance from the professional practice community. Design and delivery of the explicit curriculum incorporate experientially based learning opportunities informed by teaching that includes digital and information literacy and technology-supported learning. The program’s commitment to continuous curriculum improvement is guided by evolving contemporary science and interprofessional research.

Educational Policy 3.1: Generalist Practice

The baccalaureate and master’s programs in social work prepare students for professional practice at a generalist level. The descriptions of the nine social work competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students’ observable behaviors indicative of competence at a generalist level of 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, racial, economic, and environmental 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.
Accreditation Standard 3.1: Generalist Practice

3.1.1 The program’s generalist practice curriculum integrates the classroom and field and is informed by the professional practice community.

a. The program provides a rationale for its generalist practice curriculum design.

b. The program describes how its generalist practice curriculum integrates classroom and field.

c. The program describes how its generalist practice curriculum is informed by the professional practice community.

d. The program addresses all program options.

3.1.2 The program’s generalist practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. The program identifies and provides any additional competencies and corresponding behaviors added by the program (if applicable).

b. The program submits Form AS 3.1.2.

c. The program provides a syllabus in Volume 2 for each course listed on Form AS 3.1.2 to illustrate how its curriculum content implements the nine social work competencies (and any additional competencies added by the program) to prepare students for generalist practice.

d. The program addresses all program options.

Educational Policy M3.2: Specialized Practice

The master’s program in social work prepares students for specialized practice. Specialized practice builds on generalist practice as described in Educational Policy 3.1 by integrating the nine social work competencies that manifest in holistic professional practice. Specialized practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate across client populations, problem areas, and methods of intervention. In each area of specialized practice defined by the program, the program extends and enhances the nine social work competencies that are demonstrated in observable behaviors indicative of competence in specialized areas of professional practice. Specialized practitioners synthesize and use the knowledge and skills necessary for interprofessional collaborations based on scientific inquiry and best practices, consistent with social work values. They engage in both research and advocacy in their commitment to changing structural inequities and to informing and improving practice, policy, and service delivery.
Accreditation Standard M3.2: Specialized Practice

M3.2.1 The program has at least one area of specialized practice. For each area of specialized practice, the program extends and enhances the nine social work competencies (and any additional competencies added by the program).

a. The program provides its area(s) of specialized practice, as described in Educational Policy M3.2.

b. The program provides its extended and enhanced nine social work competencies and corresponding behaviors (and any additional competencies added by the program) for each area of specialized practice.

c. The program addresses all program options.

M3.2.2 The program’s area(s) of specialized practice build on elements of generalist practice.

a. The program explains how each area of specialized practice, as described in Educational Policy M3.2, builds on the elements of generalist practice, as described in Educational Policy 3.1.

b. The program addresses all program options.

M3.2.3 The program’s specialized practice curriculum integrates classroom and field and is informed by the professional practice community.

a. For each area of specialized practice, the program provides a rationale for its specialized practice curriculum design.

b. For each area of specialized practice, the program describes how its specialized practice curriculum integrates classroom and field.

c. For each area of specialized practice, the program describes how its specialized practice curriculum is informed by the professional practice community.

d. The program addresses all program options.

M3.2.4 The program’s specialized practice curriculum content implements the nine social work competencies (and any additional competencies added by the program).

a. For each area of specialized practice, the program submits Form AS M3.2.4.

b. The program provides a syllabus in Volume 2 for each course listed on Form AS M3.2.4 to illustrate how its curriculum content implements its extended and enhanced nine social work competencies (and any additional competencies added by the program) to prepare students for specialized practice.

c. The program addresses all program options.
**Educational Policy 3.3: Signature Pedagogy—Field Education**

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance, 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 and measures of student acquisition and demonstration of the nine social work competencies. Responding to the changing nature of the practice world and student demographics and characteristics, field education programs articulate how they maintain or enhance students’ access to high-quality field practicum experiences. Field education programs develop field models to prepare students for contemporary and interprofessional social work practice, including the use of various forms of technology.

The program’s field education director serves as an essential contributor to the curricular development, administration, and governance of field education.

**Accreditation Standard 3.3: Field Education**

3.3.1 The field education program ensures generalist practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with all system levels: individuals, families, groups, organizations, and communities in field settings.

a. The program describes how its field education program ensures that generalist practice opportunities are provided to all students to demonstrate the nine social work competencies in field settings with all system levels:

   i. individuals,
   
   ii. families,
   
   iii. groups,
   
   iv. organizations, and
   
   v. communities.

b. The program addresses all program options.
M3.3.2 The field education program ensures specialized practice opportunities for all students to demonstrate the nine social work competencies (and any additional competencies added by the program) with one or more relevant system levels in field settings for each area of specialized practice.

a. *The program identifies the relevant system level(s) for each area of specialized practice.*

b. *For each area of specialized practice, the program describes how its field education program ensures that specialized practice opportunities are provided to students to demonstrate social work competencies within each area of specialized practice in field settings with each identified system level.*

c. *The program addresses all program options.*

3.3.3 The field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours of field education for master’s programs.

a. *The program describes how it ensures the accrual of a minimum of 400 hours of field education for baccalaureate programs or a minimum of 900 hours of field education for master’s programs.*

b. *The program describes how its field hour requirement is articulated to students and field personnel.*

c. *The program addresses all program options.*

3.3.4 The field education program has a process for identifying, approving, and engaging with field education settings. The field education program has a process for orienting and engaging with field instructors. The field education program has a process for evaluating field instructor and field education setting effectiveness.

a. *The program describes the field education program’s process for:*

   i. identifying, approving, and engaging with field education settings;
   
   ii. orienting and engaging with field instructors; and
   
   iii. evaluating field instructor and field education setting effectiveness.

b. *The program describes how these processes are articulated to students and field personnel.*

c. *The program addresses all program options.*
3.3.5 The field education program has a process for orienting students, placing students, monitoring and supporting student learning, implementing student safety protocols, and evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

a. The program describes the field education program’s process for:
   i. orienting students;
   ii. placing students;
   iii. monitoring and supporting student learning;
   iv. implementing student safety protocols; and
   v. evaluating student learning congruent with the nine social work competencies (and any additional competencies added by the program).

b. The program describes how these processes are articulated to students and field personnel.

c. The program addresses all program options.

B3.3.6 The program ensures that all baccalaureate students receive field supervision from an individual who holds a baccalaureate or master’s degree in social work from a CSWE-accredited program and who has at least two years of post-social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

c. The program describes how these processes are articulated to students and field personnel.

d. The program addresses all program options.

M3.3.6 The program ensures that all master’s students receive field supervision from an individual who holds a master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work.

a. The program describes its process for ensuring that field supervision is provided by an individual with the required degree and practice experience.

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1 This, and all future references to degrees from social work programs accredited by CSWE, includes degrees from CSWE-accredited programs, those recognized through CSWE’s International Social Work Degree Recognition and Evaluation Service (ISWDRES), or those covered under a memorandum of understanding with international social work accreditors.
b. The program describes its process for assigning a qualified field instructor to provide supervision when an individual with the required degree and practice experience is unavailable in the field setting.

c. The program describes how these processes are articulated to students and field personnel.

d. The program addresses all program options.

3.3.7 The program has a policy documenting whether it permits field placements in an organization in which the student is also employed. If permitted, student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision and the supervisor meets the requirements of Accreditation Standard 3.3.6. The policy documents how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

a. The program provides its policy related to field placements in an organization in which the student is also employed. If permitted, the program’s policy includes:

i. how the program ensures that student assignments are directly linked to the nine social work competencies (and any additional competencies added by the program) and level of practice (generalist or specialized);

ii. how field education supervision is distinct from employment supervision time, even when provided by the same supervisor; and

iii. how the program assists students with field education continuation or change in situations where a student becomes unemployed in an organization where field education has co-occurred with employment.

b. The program describes how these policies are articulated to students and field personnel.

c. The program addresses all program options.
Educational Policy 4.0: Implicit Curriculum

The implicit curriculum consists of the student learning experience and the program context or environment. The implicit curriculum includes the following elements: student development, admissions, advising, retention, and termination; student participation in governance; faculty; administrative and governance structure; and resources. All elements of the implicit curriculum are expected to demonstrate the program’s commitment to anti-racism, diversity, equity, and inclusion (ADEI). 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. These elements are manifested through policies that are equitable and transparent in substance and implementation, the qualifications of the faculty, and the distribution of resources. The student learning experience and environment are as important as the academic curriculum in shaping the professional character and competence of the program’s graduates.

Educational Policy 4.1: Student Development

Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution. Thus, a program’s commitment to student development includes program structures and resources that facilitate student participation and input into the development and delivery of the explicit and implicit curriculum. The professional development of the student requires a program’s commitment to adequate resources from admission through graduation. These resources include clear admissions, advising, retention, and termination policies that reflect the program’s commitment to ADEI. Programs also recognize the need to resource student-centered activities and initiatives designed to further student professional identity and comportment as well as student preparation for professional practice. These resources include but are not limited to academic advising, career services, alumni services, networking and mentoring opportunities, licensure preparation, and community engagement and advocacy opportunities.
Accreditation Standard 4.1: Student Development—Admissions; Advisement, Retention, and Termination; and Student Participation

Admission

4.1.1 The program’s admissions policies are equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

a. The program describes how its admissions policies make the program equitable and inclusive, with particular attention to underrepresented as well as historically and currently oppressed groups.

b. The program addresses all program options.

B4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions.

a. The program provides its:

   i. criteria for admission;

   ii. process for the evaluation of applications;

   iii. admission decision types; and

   iv. process for the notification of each decision type.

b. The program describes how the admission criteria and processes are articulated.

c. The program addresses all program options.

M4.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. 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 organization.

a. The program provides its:

   i. criteria for admission, which include an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting organization;

   ii. process for the evaluation of applications;

   iii. admission decision types; and

   iv. process for the notification of each decision type.

b. The program describes how these admission criteria and processes are articulated.

c. The program addresses all program options.
The program offers advanced standing to graduates holding degrees from baccalaureate social work programs accredited by CSWE. The program has a policy to ensure that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.

a. The program provides its policy for awarding advanced standing.

b. The program provides its policy for ensuring that students from CSWE-accredited baccalaureate social work programs do not repeat generalist content at the master’s level that has been achieved at the baccalaureate level.

c. The program describes how these policies are articulated.

d. The program addresses all program options.

The program has policies for the transfer of social work course credit.

a. The program provides its policies for the transfer of social work course credit.

b. The program describes how the policy is articulated.

c. The program addresses all program options.

The program does not grant social work course credit for life experience or previous work experience.

a. The program provides the policy indicating that it does not grant social work course credit for life experience or previous work experience.

b. The program describes how this policy is articulated.

c. The program addresses all program options.

Advising, Retention, and Termination

The program has policies for academic advising and professional advising. Professional advising is provided by social work program faculty or staff.

a. The program provides its policy for academic advising.

b. The program provides its policy for professional advising, including that professional advising is provided by social work program faculty or staff.

c. The program describes how these policies are articulated.

d. The program addresses all program options.

The program has policies for evaluating student academic performance, evaluating professional performance, and termination from the program. The program also has policies related to due process for reasons of academic performance, professional performance, and termination from the program.
a. The program provides its policies for evaluating academic performance.
b. The program provides its policies for evaluating professional performance.
c. The program provides its policies for student termination from the program.
d. The program provides its policies related to due process for reasons of academic performance.
e. The program provides its policies related to due process for reasons of professional performance.
f. The program provides its policies related to due process for reasons of student termination from the program.
g. The program describes how these policies are articulated.
h. The program addresses all program options.

Student Participation

4.1.8 The program has policies that ensure equitable and inclusive opportunities for student input and participation in the implicit and explicit curriculum.

a. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the implicit curriculum.
b. The program provides its policies for ensuring equitable and inclusive opportunities for student input and participation in the explicit curriculum.
c. The program describes how these policies are articulated.
d. The program addresses all program options.

Educational Policy 4.2: Faculty

Appropriate and qualified faculty representing diverse perspectives 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 model the behavior and values expected of professional social workers in the context of ADEI. Faculty are available to function as appropriate role models for students in their learning and socialization into the discipline and profession. Faculty incorporate recognition of the program’s essential functions, which may include recruitment; enrollment; advising; student engagement; retention; curriculum development; teaching; research; scholarship; mentorship; oversight of student research; assessment; service on institutional or program committees; field education support and program management; appropriate class sizes and sufficient course offerings to meet program aims; and monitoring and evaluation of student progress.
Faculty demonstrate sufficient educational qualifications and experience related to the nine social work competencies. Programs demonstrate that faculty are qualified to teach the courses to which they are assigned. Learning experiences are to be designed, delivered, and assessed by faculty (full- or part-time) or other appropriate professionals who are qualified for the positions they hold and the work they do. Faculty are provided with opportunities, resources, and support for professional growth and innovation.

**Accreditation Standard 4.2: Faculty**

**B4.2.1** The baccalaureate social work program identifies no fewer than two full-time faculty, with a full-time appointment in social work, whose principal assignment is to the baccalaureate program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the baccalaureate program have a master's degree in social work from a CSWE-accredited program.

a. The program submits Form AS 4.2.1.

b. The program submits a Faculty Data Form for each full- and part-time baccalaureate social work program faculty member.

c. The program identifies the total number of full-time faculty whose principal assignment is to the baccalaureate program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program.

d. The program includes faculty for all program options.

**M4.2.1** The master’s social work program identifies no fewer than four full-time faculty with a full-time appointment in social work, whose principal assignment is to the master’s program. Inclusive of all program options, the majority of the full-time social work program faculty whose principal assignment is to the master’s program have both a master’s degree in social work from a CSWE-accredited program and a doctoral degree, preferably in social work.

a. The program submits Form AS 4.2.1.

b. The program submits a Faculty Data Form for each full- and part-time master’s social work program faculty member.

c. The program identifies the total number of full-time faculty whose principal assignment is to the master’s program. Of those faculty, the program identifies the number that have a master’s degree in social work from a CSWE-accredited program and a doctoral degree.

d. The program includes faculty for all program options.
4.2.2 Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work.

a. The program identifies their social work practice courses.

b. The program identifies the faculty who teach each social work practice course and affirms that they have the requisite experience and credentials.

c. The program includes faculty and practice courses for all program options.

B4.2.3 Inclusive of all program options, the baccalaureate program has a full-time equivalent faculty-to-student ratio not greater than 1:25. For programs that do not meet the 1:25 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

a. The program provides their full-time equivalent faculty-to-student ratio.

b. The program describes how this ratio is calculated.

c. For programs that do not meet the 1:25 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

d. The program’s calculation is inclusive of all program options.

M4.2.3 Inclusive of all program options, the master’s program has a full-time equivalent faculty-to-student ratio not greater than 1:12. For programs that do not meet the 1:12 faculty-to-student ratio, the program has evidence to demonstrate achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

a. The program provides their full-time equivalent faculty-to-student ratio.

b. The program describes how this ratio is calculated.

c. For programs that do not meet the 1:12 faculty-to-student ratio, the program provides evidence demonstrating achievement of student competence (AS 5.0.1) and program outcomes (AS 5.0.3).

d. The program’s calculation is inclusive of all program options.

Educational Policy 4.3: Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions about the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure that reflects and affirms respect for anti-racism, diversity, equity, and inclusion. Faculty develop curriculum and formulate and implement policies that support the education of culturally competent social workers.
Administrative sufficiency includes distribution of resources across program options and program levels, and numbers of students enrolled in social work programs and registered in field practicum, modalities, and locations in order to carry out the program's mission. In recognition of the importance of field education as the signature pedagogy, programs implement administrative structures for the field program that provide adequate and equitable resources, based on the number of students in field practicum, for systematically designing, supervising, coordinating, and evaluating the quality of the field education curriculum within all program options.

**Accreditation Standard 4.3: Administrative and Governance Structure**

**4.3.1** The program has the necessary autonomy to achieve its mission.
   a. The program provides an organizational chart of its administrative structure.
   b. The program describes how it has the necessary autonomy to achieve its mission.
   c. The program addresses all program options.

**4.3.2** The social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards (EPAS).
   a. The program describes how the social work faculty has responsibility for defining program curriculum consistent with the EPAS.
   b. The program addresses all program options.

**4.3.3** The program’s administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the recruitment and hiring, retention, promotion, and if applicable, tenure of program personnel.
   a. The program describes how the administration and faculty participate in formulating and implementing equitable and inclusive policies and/or practices for the:
      i. recruitment and hiring of program personnel;
      ii. retention of program personnel;
      iii. promotion of program personnel; and
      iv. tenure of program personnel (if applicable).
   b. The program addresses all program options.

**4.3.4(a)** The program has a program director who administers all program options. The program director has a full-time appointment to social work, with a primary assignment to the

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2 It is within the program's purview to determine the title that aligns with institutional norms for this position. This applies to all references to "program director."
program they administer. Institutions with accredited baccalaureate and master’s social work programs have a separate director appointed for each program.

a. The program identifies the program director who administers all program options.

b. The program provides documentation that the program director has a full-time appointment to the baccalaureate or master’s social work program.

c. Institutions with accredited baccalaureate and master’s programs identify the separate directors appointed to each program.

**B4.3.4(b)** The baccalaureate program director has a master’s degree in social work from a CSWE-accredited program. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

a. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program.

b. The program describes the program director’s ability to provide leadership to the social work program.

**M4.3.4(b)** The master’s program 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. The program director has the ability to provide leadership through teaching, scholarship, curriculum development, administrative experience, and/or other academic and professional activities in social work.

a. The program attests that the program director has a master’s degree in social work from a CSWE-accredited program.

b. The program describes the program director’s ability to provide leadership to the social work program.

**B4.3.4(c)** The baccalaureate program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 25% assigned time to administer the social work program.

a. The program provides the program director’s workload.

b. The program describes the procedures for calculating the program director’s assigned time to administer the baccalaureate social work program.

c. The program provides the program director’s percentage of assigned time to administer the baccalaureate social work program.

d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.
M4.3.4(c) The master’s program director has sufficient assigned time for administrative oversight of the social work program, inclusive of all program options. It is customary for the program director to have, at minimum, 50% assigned time to administer the social work program.

a. The program provides the program director’s workload.

b. The program describes the procedures for calculating the program director’s assigned time to administer the master’s social work program.

c. The program provides the program director’s percentage of assigned time to administer the master’s social work program.

d. The program describes whether this time is sufficient to administer the social work program, inclusive of all program options.

4.3.5(a) The program has a field education director who administers all program options. The field education director has a full-time appointment to social work. Institutions with accredited baccalaureate and master’s social work programs may have the same field education director appointed to both programs.

a. The program identifies the field education director, who administers all program options.

b. The program provides documentation that the field education director has a full-time appointment to social work.

c. Institutions with both accredited baccalaureate and master’s social work programs identify the field education director for each program.

B4.3.5(b) The baccalaureate field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and administrative and/or other relevant academic and professional activities in social work.

a. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate social work degree or post-master’s social work degree practice experience in social work.

b. The program describes the field director’s ability to provide leadership to the field education program.

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5 It is within the program’s purview to determine the title that aligns with institutional norms for this position. This applies to this and to all future references to “field education director.”
The master’s field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work. The field education director has the ability to provide leadership to the field education program through practice experience, field instruction experience, and/or administrative or other relevant academic and professional activities in social work.

a. The program attests that the field education director has a master’s degree in social work from a CSWE-accredited program and at least two years of post-master’s social work degree practice experience in social work.

b. The program describes the field director’s ability to provide leadership to the field education program.

The baccalaureate field education director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 25% assigned time to administer the field education program.

a. The program provides the field education director’s workload.

b. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program.

c. The program provides the field education director’s percentage of assigned time to administer the field education program.

d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.

The master’s field director has sufficient assigned time for administrative oversight of the field education program, inclusive of all program options. It is customary for the field education director to have, at minimum, 50% assigned time to administer the field education program.

a. The program provides the field education director’s workload.

b. The program describes the procedures for calculating the field education director’s assigned time to administer the field education program.

c. The program provides the field education director’s percentage of assigned time to administer the field education program.

d. The program describes whether this time is sufficient to administer the field education program, inclusive of all program options.
4.3.6 The program has sufficient personnel and technological support to administer the field education program.
   
a. The program provides an organizational chart for the administration for field education.
   
b. The program describes whether its resources are sufficient to administer field education, including:
      
i. personnel, and
      
ii. technological support.
   
c. The program addresses all program options.

Educational Policy 4.4: Resources
Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of culturally competent social workers. Social work programs have the necessary resources to carry out the program’s mission and to support learning and professionalization of students and program improvement.

Accreditation Standard 4.4: Resources

4.4.1 The program uses its budget development and administration process to achieve its mission and continuously improve the program. The program has sufficient financial resources to achieve its mission.
   
a. The program describes the process for budget development and administration it uses to:
      
i. achieve its mission, and
      
ii. continuously improve the program.
   
b. The program submits a program-level Form AS 4.4.1 for the baccalaureate or master’s social work program.
   
c. The program describes whether its financial resources are sufficient to achieve its mission and continuously improve the program.
   
d. The program addresses all program options.

4.4.2 The program has sufficient support staff to carry out its educational activities and achieve its mission.
   
a. The program describes its support staff or other personnel structure.
   
b. The program describes whether its support staff is sufficient to carry out its educational activities and achieve its mission.
   
c. The program addresses all program options.
4.4.3 The program has sufficient access to library resources that provide social work and other informational and educational resources to achieve its mission.

a. The program submits Form AS 4.4.3 to demonstrate access to social work and other informational and educational resources.

b. The program describes whether its library resources are sufficient to achieve its mission.

c. The program addresses all program options.

4.4.4 The program has sufficient technological access, technology support, and if applicable, office and classroom space to achieve its mission.

a. The program describes its:

   i. technological access;

   ii. technology support; and

   iii. office and classroom space (if applicable).

b. The program describes whether these resources are sufficient to achieve its mission.

c. The program addresses all program options.

4.4.5 The program has sufficient resources and supports, including supportive technology, student services, and if applicable, physical space, that reduce barriers while optimizing accessibility and equity for all its students.

a. The program describes its resources and supports that reduce barriers while optimizing accessibility and equity for all its students, including:

   i. supportive technology,

   ii. student services, and

   iii. physical spaces (if applicable).

b. The program describes whether its resources and supports are sufficient in reducing barriers and optimizing accessibility and equity for all students.

c. The program addresses all program options.
### Educational Policy 5.0: Assessment

Assessment is an integral component of competency-based education and continuous programmatic improvement. Assessment involves the systematic gathering of data that serve as evidence of student learning outcomes; anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes through demonstration of the nine social work competencies at both the generalist and specialized levels of practice. Assessment reflects the intentional and continuous improvement that is anchored in competency-based research, student learning outcomes, student learning experience feedback, professional practice community, and higher education practices.

Assessment of student learning outcomes 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 demonstration of multiple competencies simultaneously; therefore, assessment of those competencies is optimally carried out at the same time.

Programs assess students’ demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria. Field education curriculum data are included in the overall data collection methods that will help programs make decisions about the delivery of social work education.

Assessment also involves gathering data about the implicit curriculum, with a particular focus on the program’s efforts to foster ADEI in the student learning environment. Data from ADEI assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance attainment of nine social work competencies.

Program outcomes are assessed as evidenced by the program’s graduation rates and at least one additional outcome. Data related to program outcomes are used to foster ongoing program evaluation, informing decision making for continuous program improvement.

Assessment information is used to guide student learning, assess student outcomes, assess and improve effectiveness of the curriculum and program overall, and strengthen the assessment methods used. Program assessment methods and data are transparent and publicly available. Data are recent and presented clearly for stakeholders to make informed decisions about the program.

### Accreditation Standard 5.0: Assessment

5.0.1(a) The program has a systematic plan for ongoing assessment of student achievement of the nine social work competencies (and any additional competencies added by the program) of generalist practice for baccalaureate social work programs and of generalist and specialized practice for master’s social work programs. The program assesses each
competency, using at least two instruments, at least one of which is based in real or simulated demonstration of student achievement in field education. The instruments, the expected level of achievement for each instrument, and the expected level of achievement for each competency are determined by the program. Student competence must be assessed by program faculty or field personnel.

a. The program submits Form AS 5.0.1(a).

b. The plan includes:
   
   i. a description of at least two instruments that assess each competency (and any additional competencies added by the program). At least one of the assessment instruments is based in real or simulated demonstration of student achievement in field education;
   
   ii. how each instrument is implemented;
   
   iii. when each competency is assessed;
   
   iv. by whom each competency is assessed;
   
   v. an explanation of the expected level of student achievement, including:
      
      • the expected level of achievement of each competency for each instrument;
      
      • how the program calculates student achievement for each instrument; and
      
      • how the program calculates student achievement for each competency, including all instruments used; and
   
   vi. copies of all instruments used to assess the nine social work competencies (and any additional competencies added by the program), including assignment descriptions, scoring rubrics, and other relevant materials; and

c. the program addresses all program options.

5.0.1(b) The program has a method of analyzing outcomes for the nine social work competencies (and any additional competencies added by the program) in its assessment plan.

a. The program submits Form AS 5.0.1(b) to provide its most recent year of outcomes from its assessment plan submitted in Accreditation Standard 5.0.1(a).

b. The program provides the calculations for the nine social work competencies (and any additional competencies added by the program), including all instruments.

c. The program provides its outcomes in relation to its expected level of student achievement for each competency.

d. The program provides outcomes for each program option and in aggregate.
5.0.1(c) The program has a process to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program). The program makes specific changes to its explicit curriculum based on its outcomes, with clear links to data.

a. The program describes the process used to formally review its assessment plan and outcomes related to student achievement of the nine social work competencies (and any additional competencies added by the program).

b. The program describes specific changes made to its explicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.1(b), with clear links to the data.

c. The program addresses all program options.

5.0.1(d) The program posts its assessment plan and summary outcomes publicly on its webpage using Form AS 5.01(d). The findings are updated every two years, at minimum.

a. The program submits Form AS B5.01(d) or Form AS M5.01(d) to report its assessment plan and most recent assessment summary outcomes.

b. The program provides a hyperlink to the program’s webpage where the assessment plan and summary outcomes are publicly displayed.

c. The program provides outcomes for each program option and in aggregate.

5.0.2(a) The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum.

a. The program identifies at least one of its ADEI efforts related to the implicit curriculum as reported in Accreditation Standard 2.0.2.

b. The program explains its assessment plan for the identified ADEI effort(s), including stakeholders involved.

c. The program explains its data collection procedures.

d. The program provides copies of all instruments used to assess ADEI efforts.

e. The program addresses all program options.

5.0.2(b) The program has a process to formally review its ADEI assessment plan and outcomes. The program makes specific changes to its implicit curriculum based on its outcomes, with clear links to data.

a. The program presents its ADEI assessment outcomes from the most recent year.

b. The program describes the processes used to formally review its ADEI assessment plan as presented in Accreditation Standard 5.0.2(a).
c. The program describes the processes used to formally review its ADEI assessment outcomes.

d. The program describes specific changes made to the implicit curriculum based on its most recent assessment outcomes, presented in Accreditation Standard 5.0.2(a), with clear links to the data.

e. The program addresses all program options.

5.0.3

The program monitors its program outcomes through graduation rates and at least one additional outcome (i.e., employment rates, higher education acceptance rates, time to program completion). The annual collection period and benchmarks for graduation rates and the chosen outcome(s) are determined by the program.

a. The program submits Form AS 5.0.3.

b. The program identifies the program outcome(s) it monitors.

c. The program provides the program-determined benchmark for its graduation rates and identified program outcome(s).

d. The program provides the benchmark rationale for its graduation rates and identified program outcome(s).

e. The program explains how it calculates its graduation rates and identified program outcome(s).

f. The program provides a minimum of the three most recent years of available graduation rates and identified program outcome(s) and presents the data.

g. Data are reported for each program option and in aggregate, including all program options.

h. The program explains how these data are used for continuous program improvement and decision making for improving graduation rates and identified program outcome(s).