

THE UNIVERSITY OF
ALABAMA[®]

School of
Social Work
MSW Program



Student Handbook

2018-2019

MSW Program

Revised August 2018

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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Areas of interest and expertise are listed following academic degrees. Revised September 2018.

NASW CODE OF ETHICS

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

Summary of Ethical Principles¹

Value: Service

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

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Value: Competence

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

¹ A complete copy of the NASW Code of Ethics is available online: <http://www.naswdc.org/pubs/code/>

THE UNIVERSITY OF ALABAMA SCHOOL OF SOCIAL WORK

The 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. The first class of 27 MSW social workers graduated in 1969. Since that time, over 4,000 MSW degrees have been awarded. Today, our program is the only one of its kind in the state that offers BSW, MSW 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.

MISSION STATEMENT

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

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

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

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

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

MSW 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:

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

MSW CURRICULUM THEMES

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

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

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

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

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

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

MSW LEARNING OUTCOMES

Foundation Objectives

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

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

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

Advanced Objectives

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

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

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 the preceding statements represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how

to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients 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, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advanced social, economic and 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 from multi-disciplinary sources and multiple ways of knowing. They 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; and
- 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 rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

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

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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

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 understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in

the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

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

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 constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that benefit outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

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; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

UNIVERSITY INFORMATION

ACTion Cards

The University requires that you have an identification card with your name and picture. Called the ACTion card, it is both a debit and an identification card. Your student number is encoded magnetically in your card along with the services to which you have access. This card provides identification for library services, university sporting events, access to certain buildings and parking decks, meal ticket and vending machine charge privileges, AT&T calling, and many other services. It is invaluable for university activities and resources and in cashing checks in the Tuscaloosa community. It is the student's responsibility to have an ACTion Card made at 451 Campus Drive East (Campus Drive Parking Deck). For more information or to report a lost or stolen card, contact the ACTion Card Office at <http://actcard.ua.edu> or (205) 348-2288 or (800) 474-2288.

Alabama Residency

You can find answers to most questions regarding resident and non-resident status on the University Registrar's website, <http://registrar.ua.edu/policies/residency>.

Application for Degree

Each candidate for a graduate degree must submit a completed application for degree through the student's mybama account at the time of registration for the fall or spring semester or the first term of the summer session in which requirements for a degree are to be completed. More information, including graduate application deadlines can be found on The University Registrar's [website](#).

Books

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

Career Center

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

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

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

Counseling Services

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

Crimson E-mail Account

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

CrimsonRide

The University of Alabama's transit system, **CrimsonRide**, makes stops at locations close to Little Hall. See <http://crimsonride.ua.edu/> for more information on routes.

Fellowships Administered by the Graduate School and External Organizations

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

Graduate Student Services

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

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

Housing

Housing information is sent to you in the general information packet from the University. The University Department of Housing and Residential Communities maintain a variety of housing

facilities for students. In addition, information is available at the Office of Residential Life on the first floor of Mary Burke Hall East, (205) 348-6676, <http://reslife.ua.edu>.

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

Institutional Review Board (IRB)

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

International Student Services

Capstone International Center's International Students and Scholars Services, located in 105 B. B. Comer (205) 348-5402, <http://is.ua.edu/>, provides a broad range of services and programs specifically designed to meet the unique needs of international students and scholars and their families. Services such as orientation to the University and community, counseling, academic support services, and information about financial assistance are provided by this office.

Learning Resources

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

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

Legal Charges for or Conviction of a Misdemeanor or Felony

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

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

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

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

Office of Disability Services

The Office of Disability Services (ODS) serves as the central contact point for students with disabilities. Any student who because of a disability needs special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office for Disability Services, 133B Martha Parham Hall East, (205) 348-4285, TTY (205) 348-3081. This office will prepare letters addressed to the student's instructors that indicate the accommodation to which the student is entitled. **It is the student's responsibility to present the accommodation letter from the UA Office of Student Disability Services to each of his/her instructors if accommodation is desired.**

Parking Permits

To park on campus during restricted hours, students must display appropriate parking permits on their vehicles. The permit will allow you to park in the areas identified by the color on the permit. Permits are not required after 6:00 p.m. or on Saturday and Sunday. Any student parking on campus Monday through Friday between 7:00 a.m. and 6:00 p.m. is required to either (a) park in one of the visitor decks and pay \$3.00 on exit, (b) purchase a permit, or (c) purchase a day-student pass for \$5.00 per day that will allow parking in the perimeter zone on campus or in the appropriate residential zone. Permits can be purchased from Parking Services located at Campus Drive Parking Deck at 451 Campus Drive East.

Registration

The University's *Degree Works* software provides a useful way for students to monitor progress toward their degrees. Information is available 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 advisor to discuss their class schedules. Registration normally occurs near the end of October for the spring semester and in mid-March for the interim, summer, and fall terms. For registration dates, go to The University Registrar's website to access the [Academic Calendar](#).

Safety

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

1. 348-RIDE (7433) or online at <http://348ride.ua.edu> is a free service that will transport you between locations on campus or between nearby residences and campus. Service is available when CrimsonRide buses are not operating. While all calls are dispatched as soon as possible, high demand may result in delayed response. The service area includes campus and neighborhoods between Greensboro Avenue to the west, 15th Street to the south, Helen Keller Boulevard to the east, and Jack Warner Parkway to the north. While 348-RIDE makes every effort to provide this service, there may be various extenuating circumstances (severe weather, driver illness, etc.) where we are unable to operate during these hours. 348-RIDE is intended as a support service for academic purposes and does not service establishments where alcoholic beverages are sold.
2. Emergency Phones: **Bright blue outdoor emergency phones** are located around campus. Each clearly marked phone is a direct line to the University Police communications operator. No dialing is necessary. In an emergency, all you need to do is take the phone off the hook or push the red button. The communications operator knows your location before answering the line.
3. Free public telephones are available in the common areas of all campus buildings. These **white “help phones”** are marked with emergency instructions and can also be used for on-campus calls. For safety or health emergencies, call 8-5454.
4. Most passenger elevators on campus have emergency lines that operate the same way as the outdoor emergency phones. When you push the red button marked “Emergency,” the University Police communications operator will answer.
5. Motorist Assistance Program (MAP): If you ever have car trouble on campus, you do have a friend in MAP, the University’s Motorist Assistance Program. MAP employees offer free assistance 24 hours a day with vehicle problems. When you need motorist assistance, call (205) 348-0121 and give your name, location, and information on the problem. A UA MAP employee, in a distinctly marked vehicle, will be sent to assist you.
6. U.A. Alerts: One of the methods The University of Alabama uses for emergency notification is UA Alerts. This system enhances the University’s ability to reach students, faculty, and staff by simultaneously triggering multiple contact points. In an emergency, University Relations will activate the system, sending telephone calls (work, cell, and/or home), e-mail, and text (SMS) messages simultaneously to the campus community. Users will be able to update their personal information using their *myBama* portal. Each night the system automatically updates the database, capturing any changes made by students/employees that day. For more information, visit: <http://prepare.ua.edu/alerts> or for instructions, visit: <http://prepare.ua.edu/instructions>.

University Health Center

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

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

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

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

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

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

Transfer of Credit

Courses of full graduate-level credit earned in a regionally accredited institution where a student was enrolled in the graduate school may be submitted for review for inclusion in a degree program. Evaluation of credit for transfer will not be made until the student has enrolled in the Graduate School of The University of Alabama. Acceptance of credit requires the approval of the MSW Program 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 on all graduate work attempted.

To receive transfer credit a student must initiate the request by completing "Request for Transfer of Graduate Credit form found at (<http://graduate.ua.edu/academics/forms/>). It is also the student's responsibility to ensure that the Graduate School receives an official transcript showing the courses for which transfer credit is desired.

Students must submit a written request to the School of Social Work Registrar specifying the courses to be evaluated for transfer and syllabi for the course(s) for which transfer credit is being requested. Please note, transfer credit will only be evaluated after admission to the MSW Program.

With the approval of the student's department 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 have been earned during the six years (18 fall, spring, and summer semesters) immediately preceding the date on which the degree is to be awarded. The School of Social Work will accept up to 12 hours of transfer credit towards the two year program (60 hr) program and up to 9 hours of transfer credit towards the one year (42 hr) advanced standing program.

Veterans Services

The University of Alabama Veterans Services, located in Office of Veterans Services, One B.B. Comer, (205) 348-0983, vets.ua.edu, offers a variety of support services to veterans, reservists, guardsmen, and dependents of disabled or deceased veterans.

SCHOOL OF SOCIAL WORK INFORMATION

Access to Faculty and Advisors

Advising is an important part of social work students' education. Students will be emailed their advisor's name as soon as possible after classes begin. The School's faculty and advisors are available to students throughout the fall and spring terms. Not all faculty teach during the summer, but students who cannot reach their advisor in the summer are welcome to contact the MSW Program Director, Dr. M. Sebrena Jackson or School of Social Work Academic Advisor for the MSW Program, Morion Siler. Faculty office hours are included on their syllabi and instructors' and advisors' office hours are posted near their offices. Faculty and advisors will also schedule additional times or set up specific appointments when requested. Advisors for Distance Learning students are available electronically or by telephone. All faculty and advisors have e-mail and voice mail. Students are encouraged to contact their advisors on a regular basis, and they should go to their advisor with questions or comments. If the advisor cannot help, students will be directed to the appropriate person. A directory of faculty and staff is available on the Social Work website: <http://socialwork.ua.edu>. Students who have forgotten the name of their advisor should contact the MSW Program Office at (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 service. Your ACTION card is used to pay for printing. Students may not store files on the machines or on the Social Work server. Students may use the computer lab during the hours classes are in session, except when the lab has been reserved.

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

Current Address/Telephone

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

E-Mail for Social Work Communications

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

Information Self-Reliance

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

The faculty believes that these competencies not only contribute to the quality of professional practice and scholarship, but can also enhance an individual's lifelong information needs and quality of life. (School Policy, adopted by the faculty on April 24, 1996.)

MSW Student Listserv

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

<https://listserv.ua.edu/cgi-bin/wa?A0=msw-students>. You will be able to send messages to the list using the address: mswstudent@listserv.ua.edu. Please employ professional courtesy and respect as you use this list.

Office of Educational Programs and Student Services

The staff members of the Office of Educational Programs and Student Services, located in 2114 and 2100 Capital Hall, are available to talk with students about concerns related to personal or academic life. They can be reached at studentservices@sw.ua.edu or (205) 348-5020. When possible, however, students should first discuss such matters with their advisor.

Physical Facilities

The School of Social Work is housed in Little Hall in the central area of the university campus. Classrooms, the Social Work Reading Room, administrative offices, and many faculty offices are located in Little Hall. The building is accessible for persons with physical disabilities. Other faculty

offices are located on the first floor of Farrah Hall, which is also an accessible building. The PhD Program Office is located in 104 Farrah Hall. Please check your schedule to discover where your on-campus classes are held; most, but not all, are in Little Hall.

Scholarships, Stipends, Loans, and Assistantships

Scholarships

Several types of scholarships are available, with different eligibility criteria and application processes. For School of Social Work scholarships, information and deadlines are announced *through email and are posted on Facebook*. We announce opportunities as they become available to us, but students are advised to search for scholarships that might be available to them; we cannot post information about every scholarship. For students to be eligible for Social Work Scholarships and Stipends students must complete all application materials by the cohort deadline. Students who meet the deadline will be contacted by the Scholarship coordinator.

University of Alabama Graduate Student Scholarships and Fellowships

University of Alabama graduate student scholarships and fellowships are described on the Graduate School's website (<http://www.graduate.ua.edu>). Information about the specific eligibility criteria and the application processes is provided there. These scholarships and fellowships are highly competitive. We encourage academically strong students to take the Graduate Record Examination (GRE), which can make them more competitive for scholarships and fellowships. Most of these scholarships and fellowships are for new students only; students must be nominated by their department. The associate dean contacts individuals who appear to be competitive for university scholarships and fellowships.

College of Continuing Studies Scholarships

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

School of Social Work Stipends

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

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

Field Education Stipends

These stipends are related to specific field education settings. Most are given during the semester that the student is in field placement and require that the student be in field placement at the agency. These vary from year to year. Check with the Field Education Specialist, Donna McCall, at (205) 348-5544 or donna.l.mccall@ua.edu regarding stipends related to field placement.

Loans

Financial Aid

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

Emergency Loans

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

Graduate Assistantships

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

Writing Proficiency

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

Smoking Policy

Smoking is not permitted on our campus.

Student News

Stay up to date on School of Social Work news, events and programs by following us on [Facebook](#), @UA_SocialWork, ua_socialwork, or visiting us on our [website](#).

Access to Faculty and Other Staff

A directory of telephone numbers and e-mail addresses is available on your mybama account. Information regarding office hours and preferred means of contacting instructors are provided on the syllabus for each course. All instructors are available to their students by telephone and e-mail at reasonable times.

CURRICULUM

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

The first part of the program consists of professional foundation content and is typically completed during the first year of enrollment. ***Students who wish to take a UA class in another Graduate program or who wish to transfer a class from another University must have the permission of the MSW program Director).***

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

60-Credit-Hour Program. Two-year cohorts, primarily online, begin in the summer and in the fall. There is also a two-year program offered on campus starting in the fall.

The second part of the program is referred to as the “Concentration Year.” It is available in Tuscaloosa on weekdays/evenings and in a primarily online format. ***Students who wish to take a class outside of the University of Alabama must have the permission of the MSW program Director***

Students may elect to complete their degrees part-time instead of full-time. Students are required to follow the pre-defined part-time curriculum sheets (included) to ensure completion of degree requirements within the degree time limit. Students who wish to create a curriculum plan different from the pre-defined plans must have their plan approved by the MSW program Advisor. Part-Time curriculum consists of a minimum of 6 hours. A part-time schedule consisting of one course per semester will not be approved.

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

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

More information about the School of Social Work and the MSW curriculum can be found in the *Graduate Catalog* (<http://graduate.ua.edu/catalog/>).

Spring Start Advanced-Standing Campus -- Full Time

Students holding a Bachelor of Social Work degree from a CSWE accredited institution. Offered spring and summer terms only.

42 Credit Hour - Spring (Campus F-T)

Name:	Banner ID:						
Course Name		SP	SU	FA	Term/ Year	Grade	Credit Hours
Spring Semester							
SW 570 Research-Informed Practice							3
SW 577 Components of Human Development and Social Systems							3
SW 578 Social Welfare Policy and Delivery Systems							3
SW 579 Components of Social Work Practice							3
Fall Semester							
SW 525 Evaluation Research							3
SW Elective							3
SW 532 & SW 533; Adults and Families Concentration							6
OR							
SW 564 & SW 565; Children, Adolescents and their Families							6
SW Elective							3
Spring Semester							
SW 501 Social Welfare Advanced Policy Analysis							3
SW Elective							3
SW 595 Field II							9
Total Hours for MSW degree							42

AF = Adults and Family concentration; CAF = Children, Adult and Families

Spring Start Advanced-Standing Primarily Online – Full Time

In the Primarily Online Program, SW570, SW577, and SW578 are asynchronous and somewhat self-paced. However, many assignments have specific deadlines throughout the semester. The practice course (SW579) requires students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama. Labs are also offered in Atlanta, GA and Jackson, MS. Lab locations are determined based on enrollment.

42 Credit Hour - Spring (DL F-T)

Name:		Banner ID:				
Course Name	SP	SU	FA	Term/Year	Grade	Credit Hours
Spring Semester						
SW 570 Research-Informed Practice						3
SW 577 Components of Human Development and Social Systems						3
SW 578 Social Welfare Policy and Delivery Systems						3
SW 579 Components of Social Work Practice*						3
Fall Semester						
SW 525 Evaluation Research						3
SW Elective						3
SW 532* & SW 533; Adults and Families Concentration						6
OR						
SW 564* & SW 565; Children, Adolescents and their Families						6
SW Elective						3
Spring Semester						
SW 501 Social Welfare Advanced Policy Analysis						3
SW Elective						3
SW 595 Field II						9
Total Hours for MSW degree						42

AF = Adults and Family concentration; CAF = Children, Adult and Families

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* Distance Learner courses - required face-to-face skills labs

Spring Start Advanced-Standing -- Part Time Plans Campus and Online

42 Credit Hour - Spring (DL and Campus P-T)

Name:		Banner ID:						
Course Name	SP	SU	FA	Term/ Year	Grade	Credit Hours		
Spring Semester								
SW 579 Components of Social Work Practice*						3		
SW 577 Components of Human Development and Social Systems						3		
Summer Semester								
SW 578 Social Welfare Policy and Delivery Systems						3		
SW 570 Research-Informed Practice						3		
Fall Semester								
SW 532* & SW 533; Adults and Families Concentration						6		
OR								
SW 564* & SW 565; Children, Adolescents and their Families						6		
SW Elective						3		
Spring Semester								
SW 525 Evaluation Research						3		
SW 501 Social Welfare Advanced Policy Analysis						3		
SW Elective						3		
Summer Semester								
Optional **								
Spring Semester								
SW Elective						3		
SW 595 Field II						9		
Total Hours for MSW degree						42		

AF = Adults and Family concentration; CAF = Children, Adult and Families

* Distance Learner courses - required face-to-face skills

labs

Summer Start Advanced-Standing Campus -- Full Time

42 Credit Hour - Summer (Campus F-T)

Name:	Banner ID:						
Course Name		SP	SU	FA	Term/ Year	Grade	Credit Hours
Summer Semester							
SW 570 Research-Informed Practice							3
SW 577 Components of Human Development and Social Systems							3
SW 578 Social Welfare Policy and Delivery Systems							3
SW 579 Components of Social Work Practice							3
Fall Semester							
SW 525 Evaluation Research							3
SW Elective							3
SW 532 & SW 533; Adults and Families Concentration							6
OR							
SW 564 & SW 565; Children, Adolescents and their Families							6
SW Elective							3
Spring Semester							
SW 501 Social Welfare Advanced Policy Analysis							3
SW Elective							3
SW 595 Field II							9
Total Hours for MSW degree							42

AF = Adults and Family concentration; CAF = Children, Adult and Families

Summer Start Advanced-Standing Primarily Online -- Full Time

In the Primarily Online Program, SW570, SW577, and SW578 are asynchronous and somewhat self-paced. However, many assignments have specific deadlines throughout the semester. The practice course (SW579) requires students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama. Labs are also offered in Atlanta, GA and Jackson, MS. Lab locations are determined based on enrollment.

42 Credit Hour - Summer (DL F-T)

Name:		Banner ID:				
Course Name	SP	SU	FA	Term/Year	Grade	Credit Hours
Summer Semester						
SW 570 Research-Informed Practice						3
SW 577 Components of Human Development and Social Systems						3
SW 578 Social Welfare Policy and Delivery Systems						3
SW 579 Components of Social Work Practice*						3
Fall Semester						
SW 525 Evaluation Research						3
SW Elective						3
SW 532* & SW 533; Adults and Families Concentration						6
OR						
SW 564* & SW 565; Children, Adolescents and their Families						6
SW Elective						3
Spring Semester						
SW 501 Social Welfare Advanced Policy Analysis						3
SW Elective						3
SW 595 Field II						9
Total Hours for MSW degree						42

AF = Adults and Family concentration; CAF = Children, Adult and Families

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* Distance Learner courses - required face-to-face skills labs for SW 532/533 and SW 564/565. Online Lecture is 2.0 hours, Skills lab is 1.0 hour.

Summer Start Advanced-Standing -- Part Time Plans Campus and Online

In the Primarily Online Program, SW570, SW577, and SW578 are asynchronous and somewhat self-paced. However, many assignments have specific deadlines throughout the semester. The practice course (SW579) requires students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama. Labs are also offered in Atlanta, GA and Jackson, MS. Lab locations are determined based on enrollment.

42 Credit Hour - Summer (DL and Campus P-T)

Name:		Banner ID:				
Course Name	SP	SU	FA	Term/Year	Grade	Credit Hours
Summer Semester						
SW 579 Components of Social Work Practice*						3
SW 577 Components of Human Development and Social Systems						3
SW 578 Social Welfare Policy and Delivery Systems						3
Fall Semester						
SW 570 Research-Informed Practice						3
SW 501 Social Welfare Advanced Policy Analysis						3
Spring Semester						
SW 525 Evaluation Research						3
SW Elective						3
Summer Semester						
Optional**						
Fall Semester						
SW 532* & SW 533; Adults and Families Concentration						6
OR						
SW 564* & SW 565; Children, Adolescents and their Families						6
SW Elective						3
Spring Semester						
SW Elective						3
SW 595 Field II						9
Total Hours for MSW degree						42

AF = Adults and Family concentration; CAF = Children, Adult and Families

* Distance Learner courses - required face-to-face skills labs

Summer Start Two Year (60 hr) Primarily Online Program -- Full Time

In the Primarily Online Program, SW 540, SW 541, and SW 542 are asynchronous and somewhat self-paced. However, many assignments have specific deadlines throughout the semester. The courses require students to attend face-to-face practice skills labs on four Saturdays in regionally convenient locations in Alabama. Labs are also offered in Atlanta, GA and Jackson, MS. Lab locations are determined based on enrollment.

60 Credit Hour - Summer (DL F-T)

Name:		Banner ID:					
Course Name	SP	SU	FA	Term/Year	Grade	Credit Hours	
Summer Semester							
SW 500 Social Welfare Policy						3	
SW 510 Human Behavior & Social Environments I						3	
SW 540 Social Work Practice with Individ. & Families*						3	
Fall Semester							
SW 541 Social Work Practice with Groups*						3	
SW 542 Social Work Practice with Communities & Organ. *						3	
SW 570 Research-Informed Practice						3	
Spring Semester							
SW 511 Human Behavior & Social Environments II						2	
SW 534 Integrative Seminar						1	
SW 590 Field I						9	
Summer Semester (optional semester)							
Fall Semester							
SW 532* & SW 533; Adults and Families Concentration						6	
OR							
SW 564* & SW 565; Children, Adolescents and their Families						6	
SW 525 Evaluation Research						3	
SW Elective						3	
SW 501 Social Welfare Policy Analysis						3	
Spring Semester							
SW 595 Field II						9	
SW Elective						3	
SW Elective						3	
Total Hours for MSW degree						60	
AF = Adults and Family concentration; CAF = Children, Adult and Families							

* Distance Learner courses - required face-to-face skills labs for SW 532/533 and SW 564/565. Online Lecture is 2.0 hours, Skills lab is 1.0 hour.

Two Year (60 Credit Hour) Summer Start Part-Time Distance Learner

60 Credit Hour - Summer (DL P-T) will be revised after 5/2019

Name:		Banner ID:						
Course Name	SP	SU	FA	Term/ Year	Grade	Credit Hours		
Summer Semester								
SW 510 Human Behavior & Social Environments I						3		
SW 540 Social Work Practice with Indiv. & Families*						3		
Fall Semester								
SW 570 Research-Informed Practice						3		
SW 500 Social Welfare Policy						3		
Spring Semester								
SW 541 Social Work Practice with Groups*						3		
SW 542 Social Work Practice with Communities and						3		
Fall Semester								
SW 511 Human Behavior & Social Environments II						2		
SW Elective						3		
Spring Semester								
SW 534 Integrative Seminar						1		
SW 590 Field I						9		
Fall Semester								
SW 532* & SW 533; Adults and Families Concentration						6		
OR								
SW 564* & SW 565; Children, Adolescents and their Families						6		
Spring Semester								
SW Elective						3		
SW 501 Social Welfare Advanced Policy Analysis						3		
Fall Semester								
SW Elective						3		
SW 525 Evaluation Research						3		
Spring Semester								
SW 595 Field II						9		
Total Hours for MSW degree						60		

AF = Adults and Family concentration; CAF = Children, Adult and Families

* Distance Learner courses - required face-to-face skills labs

Fall Start Two Year – (60 hr) Campus (F-T)

60 Credit Hour - Fall (Campus F-T)

Name:		Banner ID:					
Course Name	SP	SU	FA	Term/Year	Grade	Credit Hours	
Fall Semester							
SW 500 Social Welfare Policy						3	
SW 510 Human Behavior & Social Environments I						3	
SW 540 Social Work Practice with Individ. & Families						3	
SW 541 Social Work Practice with Groups						3	
SW 542 Social Work Practice with Communities & Organ.						3	
Spring Semester							
SW 511 Human Behavior & Social Environments II						2	
SW 534 Integrative Seminar						1	
SW 570 Research-Informed Practice						3	
SW 590 Field I						9	
Summer Semester (optional semester)							
Fall Semester							
SW 532 & SW 533; Adults and Families Concentration						6	
OR							
SW 564 & SW 565; Children, Adolescents and their Families						6	
SW 525 Evaluation Research						3	
SW 501 Social Welfare Policy						3	
SW Elective						3	
Spring Semester							
SW 595 Field II						9	
SW Elective						3	
SW Elective						3	
Total Hours for MSW degree						60	

AF = Adults and Family concentration; CAF = Children, Adult and Families

Fall Start Two Year (60 hr) Primarily Online Program -- Full Time

60 Credit Hour - Fall (DL Full Time) will be revised after 5/2019

Name:		Banner ID:				
Course Name	SP	SU	FA	Term/ Year	Grade	Credit Hours
Fall Semester						
SW 500 Social Welfare Policy						3
SW 510 Human Behavior & Social Environments I						3
SW 540 Social Work Practice with Individ. & Families*						3
Spring Semester						
SW 541 Social Work Practice with Groups*						3
SW 542 Social Work Practice with Communities & Organ. *						3
SW 570 Research-Informed Practice						3
Summer Semester *summer internship offered for fall full time cohort only						
SW 511 Human Behavior & Social Environments II						2
SW 534 Integrative Seminar						1
SW 590 Field I						4.5
Fall Semester						
SW 590 Field I						4.5
SW elective						3
SW Elective						3
Spring Semester						
SW 501 Social Welfare Advanced Policy Analysis						3
SW 532* & SW 533*; Adults and Families Concentration						6
OR						
SW 564* & SW 565*; Children, Adolescents and their Families						6
Summer Semester *summer internship offered for fall full time cohort only						
SW 595 Field II						4.5
SW 525 Evaluation Research						3
Fall Semester						
SW 595 Field II						4.5
SW Elective						3
Total Hours for MSW degree						60

AF = Adults and Family concentration; CAF = Children, Adult and Families

* Distance Learner courses - required face-to-face skills labs

Fall Start Two Year --- Part Time Plans Campus and Online

60 Credit Hour - Fall (DL and Campus Part-Time)

Name: Banner ID:		SP	SU	FA	Term/ Year	Grade	Credit Hours
Course Name							
Fall Semester							
SW 510 Human Behavior & Social Environments I							3
SW 540 Social Work Practice with Indiv. & Families*							3
Spring Semester							
SW 541 Social Work Practice with Groups*							3
SW 542 Social Work Practice with Communities & Organ. *							3
Summer Semester							
SW 500 Social Welfare Policy							3
SW 511 Human Behavior & Social Environments II							2
Fall Semester							
SW 570 Research-Informed Practice							3
SW Elective							3
Spring Semester							
SW 534 Integrative Seminar							1
SW 590 Field I							9
Summer Semester							
SW 525 Evaluation Research							3
Fall Semester							
SW 532* & SW 533; Adults and Families Concentration							6
OR							
SW 564* & SW 565; Children, Adolescents and their Families							6
SW 501 Social Welfare Advanced Policy Analysis							3
Spring Semester							
SW 595 Field II							9
SW elective							3
SW Elective							3
Total Hours for MSW degree							60

AF = Adults and Family concentration; CAF = Children, Adult and Families

*Distance Learner courses - required face-to-face skills labs

Concentrations

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

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

Upon applying to the School of Social Work, students are required to declare a concentration on their graduate school application. The concentration submitted at this time will be the student's concentration throughout their coursework. While students will have to continue in their chosen concentration, students will have the option to fulfill the six hours of Social Work electives with the alternate concentration courses.

Concentration coursework for each concentration includes:

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

In addition, several electives are offered each year. By choosing wisely among the electives offered, students have the opportunity, in collaboration with their advisors, to tailor their concentrations to reflect their preferences.

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

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

Concentration Year Course Overview²

Social Work with Children, Adolescents and their Families	Hours	Social Work with Adults and their Families	Hours
<i>Fall Semester</i>			
SW 564 Models and Methods of Social Work Practice with Children and Adolescents in Mental Health	3	SW 532 Models and Methods of Social Work Practice with Adults in Mental Health	3
SW 565 Models and Methods of Social Work Practice in Child Welfare and Family Services	3	SW 533 Models and Methods of Gerontological Social Work Practice	3
SW 525 Evaluation Research or Elective	3	SW 525 Evaluation Research or Elective	3
Elective or SW 501 Advanced Social Welfare Policy Analysis	3	Elective or SW 501 Advanced Social Welfare Policy Analysis	3
Elective	3	Elective	3
Total	15	Total	15
<i>Spring Semester</i>			
SW 501 Advanced Social Welfare Policy Analysis or Elective	3	SW 501 Advanced Social Welfare Policy Analysis or Elective	3
Elective or SW 525 Evaluation Research	3	Elective or SW 525 Evaluation Research	3
SW 595 Field (500 clock hours)	9	SW 595 Field (500 clock hours)	9
Total	15	Total	15
TOTAL HOURS =30		TOTAL HOURS = 30	

² Students may choose WHEN to enroll in SW 501 and SW 525; both courses are required. SW 500 is a prerequisite for SW 501 and SW 570 is a prerequisite for SW 525.

Electives Typically Offered Every Year

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

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

SW 506 and SW 536 are required for the optional Program and Agency Administration emphasis. Students who choose to pursue the PAA emphasis can use the two courses, SW 506 and SW 536, as two 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. Please note, the School of Social Work will accept up to 9 hours of transfer credit towards the 42 hour program and up to 12 hours of transfer credit towards the 60 credit hour program.

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 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), 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. Please see the [Field Education Handbook](#) for specific detailed information.

Washington DC 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.

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, and China. The Coordinator of International Programs works with students to create additional international field placement possibilities.

SCHOOL OF SOCIAL WORK POLICIES

Absences to Attend Meetings, Conferences, etc.

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

Academic Advising

The MSW Program places a high value on the advising process. The School of Social Work has a dedicated full time Academic Advisor on staff, Mr. Morion Siler. Morion is available for advising via email, telephone or in person. Please contact him at 205-348-5897 or mtsiler@ua.edu for an appointment.

Student Responsibilities

Student responsibilities in the advising process include:

The student is responsible for communicating with his/her 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 his/her 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 he/she registers.

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

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

The student is expected to participate in registration and advising.

Advisor Responsibilities

The advisor will:

Assist the student in planning a program of study.

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

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

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

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

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

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

Assessment of Academic Performance

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

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

Faculty members are required to make appropriate assignments, and to make periodic assessments of the progress of their students. Systematic evaluation of students' work is an important part of the teaching-learning process. Evaluations may take many forms, and may vary in number and scope,

depending on the objectives and purpose of the course. Faculty members must inform their classes in writing at the beginning of the semester of the nature and timing of major evaluations, including the final evaluation. Faculty members must give students timely information about the results of evaluations, and must give students an opportunity to review their progress and to discuss their evaluations.

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

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

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

Dropping and Adding Courses

Students may make schedule adjustments 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, Dr. Javonda Williams 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 Three Years

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

Incomplete Grades

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

All "T" 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 "T" grade(s).

Conditionally admitted students who fail to bring their overall GPA up to a 3.0 or better by removing the "T" 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 "T" 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 or SW 595 who have received a grade of incomplete must have the "T" 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.

Independent Study Policy

Students in the MSW program may satisfy their MSW requirements with no more than one Independent Study during their course of study in the MSW program. The option of an Independent Study is available to allow students to enhance their capacity in independent investigation and learning under the supervision of an instructor with expertise in the area of study. A compelling academic necessity must justify an Independent Study. Students who request approval for an Independent Study must do so with a well-defined plan that is consistent with the requirements of the MSW program and the independent study proposal must provide evidence of a level of effort that is

consistent with regularly offered courses. It is normally expected that a request for Independent Study will not substantially cover content and/or material that is covered in regular courses in the curriculum.

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

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

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

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

Pass/Fail Grading

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

Performance Requirements and Procedures for Graduate Social Work Students

MSW students are subject to the academic performance criteria of the Graduate School. In addition, because the master's degree program of the School of Social Work prepares students for practice in the profession of social work, adherence to professional standards of practice is expected of social

work students as well as mastery of knowledge underlying professional practice, and methods and skills of practice intervention.

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.³
- 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 or SW 595).
- Because the academic requirement for good standing in graduate-level education is "B" or better performance, a student's work in field education evaluated as less than "B" work is graded as "fail."

Final Grade Appeal

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

Procedures for Handling Academic Difficulties of Graduate Social Work Students

Handling Learning Difficulties in the Classroom

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

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

If the student believes that resolution of the learning difficulty, whether of an academic or related personal nature, appears improbable, then the student should consult his/her faculty advisor. After a

³ It is the responsibility of a student who earns a C in any course to meet with his/her advisor.

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 to "Academic Requirements for Continuance in the Master's Degree Program" for a description of procedures used by the *ad hoc* student progress committee and by the MSW Program Director.

Student-Initiated Review Process

Students who experience academic difficulty may request a review of their academic situation. This review will be held with the student, the faculty advisor, and the program 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 program Director in making a recommendation to the Dean. It is expected that such a review will be initiated only after the student has attempted to work through the difficulty in consultation with his/her advisor.

Handling Learning Difficulties in Field Education

See details in the Field Education Handbook on the website at <http://socialwork.ua.edu/wp-content/uploads/2014/06/Field-Manual-2013-2014.pdf>.

Field Staffing Initiated by the Field Education Coordinator

See details in the Field Education Handbook on the website at <http://socialwork.ua.edu/wp-content/uploads/2014/06/Field-Manual-2013-2014.pdf>.

Readmission to Program

1. Individuals required to withdraw from the MSW program due to the following reasons may apply for readmission to the MSW program:
 - (a) Failure to meet academic standards for continuation in the program

- (b) Failure to meet professional preparedness standards
 - (c) Academic misconduct
2. Individuals required to withdraw for any reason may apply for readmission; at least 12 months must 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 s/he was required to withdraw
 - (b) Written evidence that supports how the applicant or the applicant's circumstances have changed since the withdrawal such that s/he is now prepared to successfully meet academic and professional preparedness standards for completing the MSW degree.
 - (c) Accompanying documentation (e.g., physician's statement) supporting the applicant's statement about her/his current preparedness to meet standards (if appropriate).
 5. The MSW program 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 request
 - (b) The applicant's academic file in the School
 - (c) All files and documentation (if any) concerning the applicant's academic misconduct
 - (d) All files and documentation (if any) concerning reviews of the applicant's professional preparedness
 8. The committee may request information, either oral or written, from any faculty member who is familiar with the applicant's academic and professional performance. The committee may seek additional information from others, based on the applicant's application for readmission.
 9. The applicant will be notified of the time and place the committee will meet and will be provided the opportunity to make a statement to the committee.

10. The committee will meet in executive session to formulate a recommendation to the MSW program 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.

Policies and Procedures for Evaluating Students' Professional Preparedness

Policy

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

Therefore the appropriate program 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

1. Members of the School of Social Work community having credible knowledge of a student's possible ethical violations and/or impairment serious enough to interfere with the student's practice effectiveness are expected to act on that knowledge. Any member of the School of Social Work who believes that a student has possibly violated the NASW Code of Ethics or has engaged in any activity that is likely to interfere with social work practice effectiveness is encouraged to first directly interact with the student at issue concerning the conduct in question.
2. Upon completion of the direct interaction regarding the potential violation that person is to present pertinent information to the program Director in a signed, written statement. This statement should present a thorough description of the violation being alleged, including specification of the behavior, sources of information and if applicable the relevant standard(s) in the NASW Code of Ethics that is in question.
3. Within two academic work weeks of receiving the statement the program Director will notify the student and his/her academic advisor, in writing, of the allegations. 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 his/her advisor with a summary of the concerns, the NASW Code of Ethics standard in question, as well as the name of the source of information.
4. The program Director will convene a meeting with the student and his/her advisor to discuss and evaluate the allegation(s) and, if necessary, agree on a resolution of the concern(s). If the agreed-upon resolution specifies a need for remediation, a written plan of remediation will be prepared and (if the student agrees) will be signed and dated by the student, the advisor, and the program Director. The remediation plan will be explicit with stated criteria and deadlines for assessing its success or failure. The program Director will monitor compliance with the plan.

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

5. All files and documents related to evaluations of students' professional preparedness will be confidentially maintained in the office of the registrar in the School of Social Work and will

be available only to those individuals with a legitimate job-related need to know, including but not limited to the program Director, the student, and his/her academic advisor.

6. If the student does not agree that there is a problem or does not agree with the written remediation plan, the student may request that the program Director convene a Hearing Panel to consider the issues raised and recommend a resolution. The student's request must be submitted within 10 working days of the date the written plan was discussed and shared with the student.
7. The Hearing Panel will consist of three full-time faculty members: one faculty member (excluding the student's academic advisor) to be selected by the student, one selected by the program Director, and the third to be selected by the first two faculty members.
8. The Hearing Panel will conduct a hearing that addresses factual matters concerning the student's alleged behavior and/or inappropriate conduct. The student may invite one adviser of his or her choice to the hearing. The student is responsible for presenting his or her own case, and, therefore the adviser is not permitted to speak or participate directly in the hearing.
9. The panel may make one of four determinations.
 - (a) The student will be encouraged to continue in the program.
 - (b) The panel will affirm the original remediation plan.
 - (c) The panel will develop its own remediation plan.
 - (d) The student will be required to withdraw, either temporarily or indefinitely from the program for reasons stated in writing. The written plan will include the period of time that must elapse before the student may apply for reinstatement (in keeping with the readmission, a minimum of 12 months will be required) as well as the criteria that will be used in making a determination about reinstatement.

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

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

Study Week

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

Withdrawal from the University/Readmission

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

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

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

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

UNIVERSITY POLICIES

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

University-Wide Academic Grievance Procedures

I. Academic Grievances

A. A student academic grievance is broadly defined as a student complaint regarding an academic action taken by instructional or administrative personnel at The University of Alabama. An academic grievance may be filed by a student against university personnel including instructional personnel, administrators, or staff members at the University. Examples of academic grievances include, but are not limited to, allegations of unfairness in grading, alleged violation of a written or oral agreement

with a student (e.g. course requirements for graduation), and alleged inconsistent applications of existing policies. For a protest of a final course grade or other final comprehensive evaluations to be considered, the protest must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

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

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

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

II. Resolution by Department Director

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

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

Prior to these conferences, the other person(s) involved will be given a copy of the written grievance and will be reissued a copy of the University-wide Academic Grievance Procedures. Both the student and other person(s) will be informed that the purpose of conferences scheduled by the department Director 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 Director 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 Director will act as intermediary between the student and other individual(s) with whom the student has a dispute. If a mutually satisfactory resolution can be reached, the academic grievance is resolved.

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

III. Resolution by Academic Dean

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

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

IV. Appeal

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

When an appeal is received by the Office for Academic Affairs, an official from that office will schedule a conference(s) with the student and other concerned parties to discuss the reasons for the appeal. If meetings with the student and other concerned parties result in an agreeable solution to the matter, the appeal process will end. If no such solution is reached, the official from the Office for Academic Affairs will recommend to the Provost/Vice President for Academic Affairs, giving reasons for the recommendation, whether the appeal should be heard or denied. If the Provost/Vice President for Academic Affairs denies the appeal, the appeal process will end. If the appeal is to be heard, the official from the Office for Academic Affairs will convene a panel to resolve the issues that remain. The panel will consist of a person designated by the Vice President for Student Affairs,

a person designated by the Provost/Vice President for Academic Affairs (not the official convening the panel), one student (appointed by the President of the SGA), and one faculty member (appointed by the President of the Faculty Senate); both the student and the faculty member will come from the division holding jurisdiction for resolving the academic grievance if it is possible to find such people who have no prior connection with the case. In cases involving graduate students, the faculty and student members of the appeal panel should hold graduate faculty or graduate student status respectively. The person designated by the Provost/Vice President for Academic Affairs will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic grievance appeal.

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

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

Academic Misconduct Disciplinary Policy

A. General Policy

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

B. Code of Academic Conduct

1. Academic Honor Code

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

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

2. Academic Misconduct

- a. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically related matter, exercise, or activity.
 - (1) Cheating--using or attempting to use unauthorized materials, information, study aids, or computer-related information.
 - (2) Plagiarism--representing the words, data, pictures, figures, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
 - (3) Fabrication--presenting as genuine any invented or falsified citation or material.
 - (4) Misrepresentation--falsifying, altering, or misstating the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

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

- b. Except in divisions which have an alternate academic misconduct policy which has been approved by the Provost/Executive Vice President, academic misconduct cases shall be resolved by the divisional academic misconduct monitor or the academic dean of the division in which the alleged action took place. Appeals from the monitor's decisions may be made to the academic dean; appeals from the academic dean's decisions may be made to the Office for Academic Affairs.
- c. Penalties for academic misconduct can range from a reprimand to a penalty as severe as suspension for a definite time or even indefinite suspension. Indefinite suspension normally requires a minimum of one semester. After one semester students may appeal for reinstatement. Academic deans have the authority to impose the full range of penalties. Divisional academic misconduct monitors may impose penalties only after receiving a voluntary written confession. Misconduct monitors are authorized to impose penalties up to but not including suspension, and may impose penalties of suspension or indefinite suspension if authority to do so has been delegated by the academic dean. All persons who admit to or are found guilty of an academic offense for which a penalty less than an indefinite suspension is imposed will receive a penalty of indefinite suspension if they admit to or are found guilty of another offense of academic misconduct.
- d. A penalty of indefinite suspension is mandated for a finding of guilt on all second offenses. All second offense accusations are referred immediately to the Dean of the College for resolution. "Second offense accusations" assume resolution of first offenses (i.e., finding of guilt) and that students have been afforded the opportunity to learn from the first offense. Multiple misconduct accusations, where the accusations have not been resolved, may result in a penalty more severe than is typical in first offenses, including indefinite suspension. For second-offense cases that are in progress at the beginning of a semester, a student will be allowed to enroll and continue through completion of semester even if the outcome of the accusation is suspension. If an academic misconduct case is underway during a student's final semester, the awarding of the degree may be dependent upon the resolution of the case. In all cases that involve suspension as a penalty, the Office of Academic Records and University Registrar will be notified immediately of the suspension and a hold will be placed on the student's record to prevent further enrollment.

3. Resolution of Academic Misconduct

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

of academic misconduct occur in settings other than an academic division, the matter will be reported to and processed through the divisional academic misconduct monitor where oversight of the course occurs.

- b. If any electronic device is confiscated by an instructor as part of the package of evidence presented to the monitor, the device will be returned promptly once pertinent information related to the accusation has been documented.
- c. When a student is charged with academic misconduct in a distance education course, the student may be allowed to have a telephone meeting. The academic misconduct monitor should verify communication with the student through use of social security, student identification number, and/or date of birth. The monitor should give the URL for the academic misconduct policy as well as offer to mail, e-mail, or fax the policy. In an effort to provide the student with time to read the policy, a second telephone meeting is recommended. The procedures should continue as with on-campus students.
- d. When a course instructor reports alleged academic misconduct by a student to an academic monitor, the academic monitor will, within one business day, notify the Office of Academic Records and University Registrar of the accusation indicating the student cannot drop the course. The academic monitor will attempt to notify the student via e-mail, phone or letter of a required meeting with representation from the Dean's Office. If initial attempts to communicate in these manners are unsuccessful, certified mail is recommended. When such an accusation is made prior to the 10- week drop date, the student will not be allowed to drop the course in which the academic misconduct is alleged to have occurred until the misconduct resolution process is complete. If the student is found not to have engaged in academic misconduct, the student will be allowed to drop that course even if the 10-week drop period has expired. If the student does not respond to the notice from the Dean's Office of the accusation of academic misconduct within two weeks from the date of such notice, a general hold will be placed on the student's university transactions. If the student does not respond to the notice of the accusation from the Dean's Office before the end of the semester in which the alleged academic misconduct occurred, the academic monitor will advise the course instructor to assign a grade of "Incomplete" to the student.
- e. The monitor will discuss the circumstances involved with the course instructor and/or other appropriate person(s) and review any pertinent materials in order to determine if a reasonable basis exists for believing that academic misconduct may have been committed. If the monitor concludes that there is a reasonable basis for believing an act of academic misconduct may have been committed, the monitor will determine whether the student has been disciplined for any prior academic misconduct offense(s) and will arrange a conference with the student. When a student is accused of academic misconduct, the monitor contacts the Office for Academic Affairs about any prior misconduct findings for that student before proceeding with the investigation. If prior offense(s) have occurred,

the monitor will refer the case to the academic dean for resolution. The monitor may invite the course instructor to attend any conference(s) with the student. The student will be informed at the start of the conference that an issue of possible academic misconduct exists and will be given a copy of this Academic Misconduct Disciplinary Policy and will sign to acknowledge receipt of the policy. The monitor will call the student's attention to the following provisions:

- (1) The student is not required to make any statement at all regarding the matter under investigation.
 - (2) The student may make a voluntary statement if he or she chooses.
 - (3) The student has a right to present any evidence, supporting witnesses, and other information to the misconduct monitor.
 - (4) The student has a right to be advised and represented by anyone of his or her choice.
 - (5) The student is entitled to a recess in the conference for one week in order to take advantage of the rights listed in items 3 and 4.
- f. At the conference, the student will be informed that options are available as to how the resolution of the charges will occur.
- (1) The matter can be dismissed by the monitor if evidence is presented which leads the monitor to conclude that there is not convincing proof that the student engaged in an act of academic misconduct.
 - (2) The matter can be concluded at the conference level and a penalty imposed if the student makes a voluntary written admission that he or she engaged in an act of academic misconduct. The student will be given written notice of the penalty. If the penalty imposed by the monitor includes assignment of a grade, the course instructor must approve the specific grade before the grade can be assigned. If the course instructor does not approve the grade recommendation, the response will be treated as an appeal and forwarded on to the academic dean.
 - (3) The matter will be forwarded to the academic dean:
 - (a) If it is not dismissed by the monitor and the student does not make a written admission of academic misconduct, or
 - (b) If, within one week from the date the conference is concluded, either the student or the course instructor appeals the decision of the monitor, including dismissal or penalty, and requests that there be further review.

4. Resolution by the Academic Dean

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

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

- (1) The time for appeal has expired, or
- (2) A decision on the appeal has been reached.

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

5. Appeal to Office for Academic Affairs

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

status respectively. The person designated by the Provost/Executive Vice President will serve as hearing administrator and will coordinate and preside at all meetings conducted to resolve the academic misconduct appeal.

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

6. Records

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

Harassment Policy

I. Statement of Policy

A. Harassment Is Not Tolerated

The University of Alabama is committed to providing an environment for employees, students, and campus visitors that is free from illegal harassment based on 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.

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.

B. Retaliation Is Not Tolerated

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

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

This Harassment policy shall not, however, be used to bring frivolous or malicious complaints against students, faculty or other employees. If a complaint has been made in bad faith, as

demonstrated by clear and convincing evidence, disciplinary action may be taken against the person bringing the complaint.

II. Factors Considered in Determining Existence of Harassment

A. Definition of Harassment

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

B. Sexual Harassment Defined

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

C. Factors Considered in Assessing Whether Harassment Exists

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

1. Harassment must be distinguished from behavior which, even though unpleasant or uncomfortable, is appropriate to the carrying out of instructional or supervisory responsibilities (e.g., criticism of work, corrective discipline, performance evaluation; discussion of controversial topics germane to an academic subject);
2. The totality of the circumstances must be evaluated to determine whether a particular act or course of conduct constitutes harassment, including the frequency, severity, and context of the questioned conduct and whether the conduct was physically threatening and humiliating or a mere utterance;

3. The conduct alleged to be harassment will be evaluated from the perspective of a reasonable person in a similar situation and not simply the particular sensitivity or reaction of an individual;
4. An isolated incident of hostile behavior, although offensive, usually will not be sufficient to establish a claim of illegal harassment. For example, generally, a single sexual joke, offensive epithet, or request for a date does not constitute sexual harassment; however, being subjected to such jokes, epithets or requests repeatedly may constitute sexual harassment. However, administrators and supervisors should take corrective action when such isolated incidents occur, in order to ensure that repetition of that or similar conduct does not rise to the level of illegal harassment; and
5. Although repeated incidents of hostile conduct generally create a stronger claim of harassment, a serious incident, even if isolated, may be sufficient.

D. Academic Freedom and Harassment

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

III. Reporting of Harassment or Related Retaliation Allegations

A. Prompt Reporting Required

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

B. Confidentiality

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

C. Reporting Channels

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

1. Responsibilities of Supervisory Personnel

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

2. Student Complaints

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

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

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

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

D. Procedures for Handling Complaints of Harassment

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

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

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

1. Informal Procedures

- a) The complainant may attempt to resolve the matter directly with the alleged offender and

report back to the complaint-receiving official.

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

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

2. Formal Procedures

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

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

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

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

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

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

E. Disciplinary Sanctions

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

TITLE IX

Title IX of the Education Amendments of 1972 is a comprehensive federal law that prohibits discrimination based on the gender of students and employees of educational institutions that receive federal financial assistance.

In accordance with Title IX, the University of Alabama does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves.

Inquiries concerning the application of Title IX may be made to the University's Title IX Coordinator, Beth Howard, 107 Burke West, Box 870300, Tuscaloosa, AL 35487-0300, (205) 348-3947, gbhoward@ua.edu, or to the Office of Civil Rights.

Conduct Covered by Title IX

The University of Alabama ("the University" or "UA") is committed to providing an environment free from sexual misconduct which includes gender-based assault, harassment, exploitation, dating

and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression, 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. Individuals who are found to be in violation of this Policy will be subject to corrective action up to and including termination from employment or expulsion from the University.

Among other things, this Sexual Misconduct 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 a Title IX investigation and a criminal investigation, identifies the UA offices to whom a Complainant may report potential violations in confidence to obtain support services without an investigation, explains University accommodations, interim protective measures and 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 Sexual Misconduct Policy?

Conduct that is deemed more likely than not to be gender-based and meet the definitions of any of the types of Prohibited Conduct as identified in the Sexual Misconduct Policy or gender-based conduct that violates Alabama or Federal laws is considered a violation of the Sexual Misconduct Policy. Prohibited Conduct includes:

- Sexual Harassment
- Sexual Assault
- Non-Consensual Sexual Contact
- Sexual Exploitation
- Intimate Partner Violence (Dating or Domestic Violence)
- Stalking
- Fondling

Definitions and examples of Prohibited Conduct are available in the [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 Sexual Misconduct Policy applies to:

- Prohibited Conduct committed by all students and employees regardless of where the alleged violation occurred (on-campus or off-campus, if it affects the campus or the access to education of a student.)
- All acts of Prohibited Conduct, including those involving non-students or non-employees, that occur on campus or at any location involving a University-sponsored activity or event; and
- Online behavior and social medial that may affect the educational experience and violate this Policy.

Reporting Channels and Resources are located at <https://www.ua.edu/campuslife/uact/files/chart.pdf>

STUDENT ACTIVITIES/ORGANIZATIONS

Student Representatives

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

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

Duties

1. Attend meetings

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

- MSW Program Committee
- Other meetings as warranted

2. Serve as liaison and advocate

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

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

3. Other duties as determined

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

Election of Representatives

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

African American Heritage Month

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

Get on Board Day

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

Honors Day

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

National Association of Christians in Social Work (NACSW)

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

National Association of Social Workers (NASW)

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

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

Graduate Social Work Organization (GSWO)

This organization provides a format for student discussion of issues, both professional and academic as well as for socializing and fun.

Contact: Dr. Sebreana Jackson at msjackson5@sw.ua.edu.

Phi Alpha Honorary Society – Psi Chapter

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

Contact: Dr. Amy Traylor at 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 fields of social science can exchange ideas, offer services, and develop programs in the interest of minority communities and the community-at-large. More information can be found on the organization's bulletin board in the hallway of Little Hall.

Contact: Dr. Cassandra Simon at csimon@sw.ua.edu or Dr. Jo Pryce at jpryce@sw.ua.edu.

APPENDIX A

DIVERSITY STATEMENTS

The University of Alabama Statement on Diversity

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

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

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

School of Social Work Policy Statement on Cultural Diversity

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

1. Advocate the elimination of any form of discrimination on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical limitation, or socioeconomic status.
2. Are committed to teach, encourage, and promote an appreciation for and understanding of diversity in the School of Social Work, The University of Alabama, our profession, and our community.
3. Affirm the value of soliciting and incorporating diversity into all aspects of our educational experiences, our profession, and our personal lives as one way to enrich our total life experience individually and collectively as members of a world community.

APPENDIX B
COURSE DESCRIPTIONS

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

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

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

SW 501 Social Welfare Policy: Advanced Policy Analysis **3 hours**

Prerequisites: Completion of SW 500 or SW 578.

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

SW 505 Reminiscence and Life Review in Late Adulthood

Prerequisites: MSW concentration-year or permission of MSW program director and Instructor.

The focus of this course is on evidence-based practice models and methods of conducting and utilizing the therapeutic interventions of reminiscence and life review that grew out of the intersection of Erik Erikson's conceptualization of later life and Robert Butler's interpretation of successful aging. The course will review the theoretical background of these two interventions,

address specific target groups including depressed and cognitively impaired older persons, and older people who are experiencing a life transition. Life review and reminiscence will be discussed as a normal, developmental task as well and as a responsibility in caring for an older adult. Specific methods associated with life review and reminiscence will be reviewed to include a life story book, structured reminiscence, positive core memories, life review and experiencing, and a life challenges interview. Emerging issues in reminiscence and life review will be discussed to include dosage level, procedures for integrating these approaches with other techniques (e.g., cognitive behavioral therapy), negative outcomes and cultural and tailoring interventions (the provision of culturally and gender sensitive interventions, elders who have experienced prejudice, discrimination, and social injustice).

SW 506 Social Service Planning and Program Development 3 hours

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

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

SW 510 Human Behavior and Social Environments I 3 hours

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

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

a two-course sequence and focuses on the earlier stages of human development from conception to adolescence.

SW 511 Human Behavior and Social Environments II 2 hours

Prerequisites: SW 510 or permission of MSW program Director.

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

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

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

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

SW 514 Chemical Dependency 3 hours

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

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

SW 515 Psychopathology 3 hours

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

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

SW 522 Social Work Ethics 3 hours

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

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

SW 523 Family Preservation 3 hours

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

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

SW 524 Family Violence 3 hours

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

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

SW 525 Evaluation Research 3 hours

Prerequisites: Completion of SW 520, SW 570.

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

SW 526 “Isms” and Advocacy in Social Work 3 hours

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

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

SW 527 School-based Social Work Practice 3 hours

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

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

SW 528 Spirituality and Social Work Practice 3 hours

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

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

SW 529 Advanced Clinical Social Work Practice 3 hours

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

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

SW 532 Models & Methods of Social Work Practice w/ Adults in Mental Health 3 hours

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

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

SW 533 Models & Methods of Gerontological Social Work Practice

3 hours

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

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

SW 534 Integrative Seminar

1 hour

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

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

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

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

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

SW 537 Forensic Social Work**3 hours**

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

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

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

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

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

SW 541 Social Work Practice with Groups**3 hours**

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

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

SW 542 Social Work Practice with Communities and Organizations

3 hours

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

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

SW 549 Crisis Intervention

3 hours

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

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

SW 557 Selected Topics in Social Work Practice

1-3 hours

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

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

SW 559 Pediatric Pulmonary Care: An Interdisciplinary Approach 3 hours

Prerequisites: Enrollment in MSW program and acceptance as a pediatric pulmonary trainee.

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

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

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

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

SW 565 Models and Methods of Social Work Practice in Child Welfare & Family 3 hours

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

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

SW 570 Research-Informed Practice**3 hours**

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

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

SW 577 Components of Human Development and Social Systems**3 hours**

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

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

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

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

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

profession and its efforts to alleviate poverty and gaps in service, and current policies and services that address poverty and service delivery.

SW 579 Components of Social Work Practice

3 hours

Prerequisites: Admission to advanced standing in social work.

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

SW 580 Aging in a Social Context

3 hours

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

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

SW 585 Geriatric Care Management

3 hours

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

The primary purpose of this course is to provide social workers interested in geriatric care management with the skills and knowledge needed to help prepare and empower family members in meeting the long term care needs of older adults and people with disabilities. The instructor for this course will offer evidenced based information about how to conduct a care giving assessment and intervention with special attention to the complexities of the current long term care industry in the U.S. and to the many resources available to help care givers at the local and national level. This course provides specialized, yet practical information designed to help families successfully meet the challenges of filial responsibility and other forms of care giving associated with disability. The specific tasks of care giving are organized into four categories: medical; legal-insurance-financial; family-social; and spiritual-emotional. Each task reflects a real life

challenge that potentially comprises an important aspect of a care recipient's long term care plan. The model of care giving used in this course underscores the importance of timely professional consultation and the supreme value of proactive preparation that values and honors the preferences of aging parents and family members with disabilities..

SW 589 Social Work Practice in End-of-Life Care

3 hours

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

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

SW 590 Field Education I 9 hours

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

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

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

9 hours

Prerequisites: Successful completion of the professional foundation. Successful completion of first semester concentration courses. Co-requisite: If taken in Washington, D.C.: SW 501.

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

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

9 hours

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

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

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

Prerequisites: Successful completion of the professional foundation. Successful completion of first semester concentration courses. Co-requisite: If taken in Washington, D.C.: SW 501.

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

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

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

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

APPENDIX C

MSW/MPH Coordinated Degree Program

COURSE PLANNING AND CURRICULUM CHECKLIST

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

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

Name:							Banner ID:						
Course Name	Offered			Term/ Year	Grade	Credit Hours							
	SP	SU	FA										
MSW Bridge Year Coursework													
SW 570 Research Informed Practice	CO	CO				3							
SW 577 Components of Human Dev. & Social Systems	CO	CO				3							
SW 578 Social Welfare Policy and Delivery Systems	CO	CO				3							
SW 579 Components of Social Work Practice*	CO	CO				3							
Total MSW bridge coursework hours						12							
SW Concentration Year													
SW 532 & SW 533; Adults and Families Concentration			CO			6							
or													
SW 564 & SW 565: Children, Adolescents and their Families Concentration			CO			6							
SW Elective (course offerings vary by semester)	CO	CO	CO			3							
SW 501 Social Welfare Policy Analysis	CO	O	CO			3							
Concentration Courses must be completed prior to or concurrent with SW 595													
SW 595 Field II	CO	CO				9							
Total MSW Concentration Year						21							
MPH Core Requirements													
EPI 600: Introduction to Epidemiology (SW 525)						3							
HCO 600: Intro to PUH Systems (SW elective)						3 (4 fall)							
HB 600: Social & Behavioral Sciences (SW elective)						3							
Total shared hours from MPH						9							
Total Hours for MSW degree													
											42		

Students must choose one concentration area for UA MSW program; Adults and Families or Children Adolescents and Families

AF = Adults and Family concentration; CAF = Children, Adult and Families

C = In class; O = Online

* Distance Learner courses - required face-to-face skills labs

Student Signature

Date

MSW Program Director or Advisor Signature

Date

MSW/MPH Coordinated Online Program (Two Year DL MSW Program)

Name:		Banner ID:				
Course Name	Offered			Term/ Year	Grade	Credit Hours
	SP	SU	FA			
MSW Foundation Core Requirement						
SW 500 Social Welfare Policy		O	C			3
SW 510 Human Behavior & Social Environments I		O	C			3
SW 540 Social Work Practice with Individ. & Families*		O	C			3
SW 541 Social Work Practice with Groups*			OC			3
SW 542 Social Work Practice with Communities & Organ. *			OC			3
SW 570 Research-Informed Practice	OC	OC	O			3
Concentration Courses must be completed prior to SW 590						
SW 511 Human Behavior & Social Environments II	OC					2
SW 534 Integrative Seminar	OC					1
SW 590 Field I (spring only)	OC					9
Total MSW Core						33
SW Concentration Year						
SW 532* & SW 533*; Adults and Families Concentration			CO			6
or						
SW 564* & SW 565*; Children, Adolescents and their Families			CO			6
SW 501 Social Welfare Policy	OC	O	OC			3
Concentration Courses must be completed prior to or concurrent with SW 595						
SW 595 Field II	CO	CO				9
Total MSW Concentration Year						15
MPH Core Requirements - Shared Hours with MSW program						
EPI 600: Introduction to Epidemiology (SW 525)						3
HCO 600: Intro to PUH Systems (SW elective)						3 (4 fall)
HB 600: Social & Behavioral Sciences (SW elective)						3
ENH 600: Fundamentals of Env. Health (SW elective)						3
Total Shared Hours from Coordinated Program						12
Total Hours for MSW degree						60

Students must choose one concentration area for UA MSW program; Adults and Families or Children Adolescents and Families

AF = Adults and Family concentration; CAF = Children, Adult and Families

C = In class; O = Online

* Distance Learner courses - required face-to-face skills labs

Student Signature

Date

MSW Program Director or Advisor Signature

Date

MPH/MSW Coordinated Online Program (UAB curriculum checklist)
Advanced Standing

Name:		Banner ID:				
Course Name	Offered			Term/ Year	Grade	Credit Hours
	SP	SU	FA			
MPH Core Requirement 21 Hours						
HCO 600: Intro to PUH Systems		O	CO			3
BST 601: Statistical Analysis	O	O	C			4
ENH 600: Fundamentals of Environmental Health ¹	CO	O				3
EPI 600: Introduction to Epidemiology ²		O	CO			3
HB 600: Social & Behavioral Sciences Core ³	CO	O				3
PUH 697: Internship	I	I	I			3
PUH 695: Integrative Experience	CO		CO			1
Total MPH Core						20
Required Courses - 3 hour						
GRD 727: Writing and Reviewing Research					not waived	3
Total Required						
MPH Focus Courses – 7 hours (from any SOPH dept.)						
Focus Course (any SOPH dept.)	CO	CO	CO			3
Focus Course (any SOPH dept.)	CO	CO	CO			3
Focus Course (any SOPH dept.)	CO	CO	CO			1
Total MPH Focus Courses						7
SOPH Coursework Total (at least 30 hours required)⁴						30
Shared Hours from MSW Advanced Standing Program Curriculum (12 Hours)						
SW 570: Research-informed Practice						3
SW 577: Components of Human Development and Social Systems						3
SW 579: Components of Social Work Practice						3
SW 501: Social Welfare Policy: Advanced Policy Analysis						3
Total Shared Hours from Coordinated Program						12
Shared Hours/MPH Total⁵						42

¹ Or ENH 611: Environmental & Occupational Exposure Assessment depending on advising/scheduling.

² Or EPI 610: Principles of Epidemiologic Research depending on advising/scheduling.

³ Or HB 624: depending on advising/scheduling.

⁴ Meets the Graduate School requirement of a minimum of 30 semester hours of graduate work.

⁵ Meets the CEPH MPH degree requirement of a minimum of 42 semester hours.

C = In class; O = Online; CO = Either option available; I = On preceptor site.

Student Signature

Date

Associate Dean of Graduate Education Signature

Date

MPH/MSW Coordinated Online Program (UAB curriculum checklist)
Two Year Program

Name:		Banner ID:				
Course Name	Offered			Term/ Year	Grade	Credit Hours
	SP	SU	FA			
MPH Core Requirement 21 Hours						
HCO 600: Intro to PUH Systems		O	CO			3
BST 601: Statistical Analysis	O	O	C			4
ENH 600: Fundamentals of Environmental Health ¹	CO	O				3
EPI 600: Introduction to Epidemiology ²		O	CO			3
HB 600: Social & Behavioral Sciences Core ³	CO	O				3
PUH 697: Internship	I	I	I			3
PUH 695: Integrative Experience	CO		CO			1
Total MPH Core						20
Required Courses - 3 hour						
GRD 727: Writing and Reviewing Research					not waived	3
Total Required						
MPH Focus Courses – 7 hours (from any SOPH dept.)						
Focus Course (any SOPH dept.)	CO	CO	CO			3
Focus Course (any SOPH dept.)	CO	CO	CO			3
Focus Course (any SOPH dept.)	CO	CO	CO			1
Total MPH Focus Courses						7
SOPH Coursework Total (at least 30 hours required)⁴						30
Shared Hours from 60-Credit-Hour Program Curriculum (12 Hours)						
SW 500: Social Welfare Policy						3
SW 510: Human Behavior and Social Environments I						3
SW 542: Social Work Practice with Groups						3
SW 570: Research-informed Practice						3
Total Shared Hours from Coordinated Program						12
Shared Hours/MPH Total⁵						42

¹ Or ENH 611: Environmental & Occupational Exposure Assessment depending on advising/scheduling.

² Or EPI 610: Principles of Epidemiologic Research depending on advising/scheduling.

³ Or HB 624: depending on advising/scheduling.

⁴ Meets the Graduate School requirement of a minimum of 30 semester hours of graduate work.

⁵ Meets the CEPH MPH degree requirement of a minimum of 42 semester hours.

C = In class; O = Online; CO = Either option available; I = On preceptor site.

Student Signature

Date

Associate Dean of Graduate Education Signature

Date

APPENDIX D

MSW/JD Dual Enrollment Degrees

A. APPLICATION and ADMISSION

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

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

B. SCHOLASTIC REQUIREMENTS

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

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

A “B” average or better in professional foundation courses

Grades of “B” or better in field education courses

No more than one “C” in professional social work courses.

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

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

Conditional admission is possible for applicants who have an overall GPA of at least 2.5 (on a 4.0 scale) overall and either an MAT score at the 50th percentile (or above) or a GRE score of at least 300 (for combined quantitative and verbal sections).

In addition, every MSW applicant is required to submit the following: a statement of purpose; a diversity essay; a resume; a transcript; and three recommendation forms or letters. Full details regarding admissions materials are available on the MSW website. The MSW admissions committee makes recommendations to the graduate school regarding each completed application.

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

C. DUAL-DEGREE COMPLETION REQUIREMENTS

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

LAW electives approved to count toward the MSW:

LAW 606 Housing Law, LAW 695 Elder Law

LAW607 Disability Law, LAW 718 Biomedical Ethics

LAW 635 Children's Rights, LAW 756 Family Law II

LAW 654 Special Aspects of Family Law, LAW 769 Poverty Law

LAW 655 Immigration Law and Policy, LAW 791 Juvenile Law

LAW674 Family Law I, LAW 821 Public Interest Lawyering

LAW 683 Administration Law, LAW 834 Mental Health Law

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

MSW courses approved to count toward the JD:

SW 500 Social Welfare Policy: History, Problem, and Analysis; or

SW 578 Social Welfare Policies and Delivery Systems, Social Problems, and the History of Social Welfare

SW 501 Social Welfare Policy: Advanced Policy Analysis

SW 532 Models and Methods of Social Work Practice with Adults in Mental Health; or

SW 533 Models and Methods of Gerontological Social Work Practice; or

SW 564 Models and Methods of Social Work Practice with Children and Adolescents in Mental Health; or

SW 565 Models and Methods of Social Work Practice in Child Welfare and Family Services

The dual-enrollment program requires 114 credit hours for students admitted as MSW advanced standing students and 132 credit hours for students admitted as 60-credit-hour MSW students.

D. TRANSFER OF CREDIT

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

E. COURSE OF STUDY

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

Please note the dual enrollment program is for on campus enrollment only.

MSW/JD Degree Curriculum (60 credit-hour MSW Program Fall start)

Course Name	Offered			Term/ Year	Grade	Credit Hours
	SP	SU	FA			
First Year: Fall Semester LAW						
LAW 603: Criminal Law						4
LAW 608: Civil Procedure						4
LAW 610: Legal Writing I						4
LAW 600: Contracts I						2
HB 602: Torts						4
Total						16
First Year: Spring Semester LAW						
LAW 642: Evidence						3
LAW 601: Property						4
LAW 648: Legal Writing II						2
LAW 609: Constitutional Law						4
LAW 605: Contract II						3
Total						16
Second Year: Fall Semester SW						
SW 500: Social Welfare Policy						3
SW 510: Human Behavior and Social Environments I						3
SW 540: Social Work Practice and Individuals and Families						3
SW 541: Social Work Practice with Groups						3
SW 542: Social Work Practice with Communities and Organizations						3
Total MSW						15
Second Year: Spring Semester SW						
SW 511: Human Behavior and Social Environments II						2
SW 570: Research-Informed Practice						3
SW 534: Integrative Seminar						1
SW 590: Field Education I						9
Total MSW						15
Third Year: Fall Semester SW Concentration Year						
SW 532* & SW 533*; Adults and Families Concentration						3
or						
SW 564* & SW 565*; Children, Adolescents and their Families						3
LAW 660: Legal Profession						13
LAW Electives						6
Total						15
Third Year: Spring Semester						
SW 525: Evaluation Research						3
SW 501: Social Welfare Policy - Advanced Policy Analysis*						3
LAW Seminar						2
LAW Course ***						3
LAW Electives						5

Total						16
Fourth Year: Fall Semester						
LAW Professional Skills Class						3
LAW Course ***						3
LAW Electives						9
Total						15
Fourth Year: Spring Semester						
SW 595: Field Education						9
Total						15
Fifth Year: Fall Semester						
LAW Electives						12
LAW Course ***						3
Total						15

*** Law Courses acceptable for Social Work Elective credit

* Social Work Courses acceptable for LAW Elective credit

MSW/JD Degree Curriculum (42 credit-hour MSW Program Spring start)

Course Name	Offered			Term/ Year	Grade	Credit Hours
	SP	SU	FA			
First Year: Fall Semester						
LAW 603: Criminal Law						4
LAW 608: Civil Procedure						4
LAW 610: Legal Writing I						2
LAW 600: Contracts I						2
HB 602: Torts						4
Total						16
First Year: Spring Semester						
LAW 642: Evidence						3
LAW 601: Property						4
LAW 648: Legal Writing II						2
LAW 609: Constitutional Law						4
LAW 605: Contract II						3
Total						16
Second Year: Fall Semester						
LAW Electives						12
LAW Course ***						3
Total						15
Second Year: Spring Semester						
SW 570: Research Informed Practice						3
SW 577: Human Development & Social Systems						3
SW 578: Social Welfare Policy						3
SW 579: Social Work Practice						3
Total						12
Third Year: Fall Semester						
SW 532* & SW 533*; Adults and Families						3
or						
SW 564*&SW 565*; Children, Adolescents and Families						3
LAW 660: Legal Profession						13
LAW Electives						6
Total						15
Third Year; Spring Semester						
SW 525: Evaluation Research						3
W 501: Social Welfare Policy-Adv. Policy Analysis*						3
LAW Seminar						2
LAW Course ***						3
LAW Electives						5
Total						16

Fourth Year: Fall Semester						
LAW Professional Skills Class						3
LAW Electives						9
LAW Course ***						3
Total						15
Fourth Year: Spring Semester						
SW 595: Field Education II						9
Total						15

*** Law courses acceptable for Social Work Elective credit

* Social Work Courses acceptable for LAW Elective credit

MSW/JD Degree Curriculum (42 credit-hour MSW Program Summer start)

Course Name	Offered			Term/ Year	Grade	Credit Hours
	SP	SU	FA			
First Year: Fall Semester						
LAW 603: Criminal Law						4
LAW 608: Civil Procedure						4
LAW 610: Legal Writing I						2
LAW 600: Contracts I						2
HB 602: Torts						4
Total						16
First Year: Spring Semester						
LAW 642: Evidence						3
LAW 601: Property						4
LAW 648: Legal Writing II						2
LAW 609: Constitutional Law						4
LAW 605: Contract II						3
Total						16
First Year: Summer Semester						
SW 570: Research Informed Practice						3
SW 577: Human Development & Social Systems						3
SW 578: Social Welfare Policy						3
SW 579: Social Work Practice						3
Total						12
Second Year: Fall Semester						
SW 532* & SW 533*; Adults and Families						3
or						
SW 564* & SW 565*; Children, Adolescents and Families						3
LAW 660: Legal Profession						3
LAW Electives						6
Total						15
Second Year: Spring Semester						
SW 525: Evaluation Research						3
SW 501: Social Welfare Policy- Advanced Policy Analysis *						3
LAW Seminar						2
LAW Course ***						3
LAW Electives						5
Total						16
Third Year: Fall Semester						
LAW Professional Skills Class						3
LAW Course ***						3
LAW Electives						9

Total						15
Third Year: Spring Semester						
SW 595						9
Total						9
Fourth Year: Fall Semester						
LAW Electives						12
LAW Course ***						3
Total						15

*** Law courses acceptable for Social Work Elective credit

* Social Work Courses acceptable for LAW Elective credit

F. COMPREHENSIVE EXAMINATIONS/CAPSTONE EXPERIENCES

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

The JD program has no mandatory exam or Capstone experience.

G. TIME LIMIT

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

H. BOTH DEGREES CONFERRED IN SAME COMMENCEMENT

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

I. DISCONTINUATION IN ONE OF THE DEGREES

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

APPENDIX E

FORMS

**THE UNIVERSITY OF ALABAMA
SCHOOL OF SOCIAL WORK**

REQUEST FOR INDEPENDENT STUDY

Semester _____ 20 _____

_____ SW 553 Independent Study

School in which student is enrolled _____

Student's Name _____ Student # _____

Student's Address _____

City State Zip Code

Student's CWID _____

Student's E-mail _____

Student's Telephone # _____

Date submitted for approval _____

Signatures:

Student _____

Advisor _____ Date _____

Supervising Instructor _____ Date _____

Program Director _____ Date _____

Assistant Dean _____ Date _____

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

Independent Study Policy

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

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

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

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

The student is responsible for initiating a request for Independent Study with the concurrence of his/her advisor. The *Request for Independent Study* form must be completed by the student and the supervising instructor and submitted to the MSW Program Director for approval. Final approval of the request is made by the Assistant Dean. Signatures should be obtained in the order listed on the form.

APPENDIX F
COUNCIL ON SOCIAL WORK EDUCATION
EDUCATIONAL POLICY AND ACCREDITATION STANDARDS



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 760 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.

Mission

CSWE is a national association of social work education programs and individuals that ensures and enhances the quality of social work education for a professional practice that promotes individual, family, and community well-being, and social and economic justice. CSWE pursues this mission in higher education by setting and maintaining national accreditation standards for baccalaureate and master's degree programs in social work, by promoting faculty development, by engaging in international collaborations, and by advocating for social work education and research.

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.
 - The [Council on Racial, Ethnic, and Cultural Diversity](#) initiates new activities and programs related to historically underrepresented groups in social work education.
 - The [Council on the Role and Status of Women in Social Work Education](#) develops educational resources relevant to women's issues within social work education.
 - The [Council on Sexual Orientation and Gender Identity and Expression](#) promotes the development of social work curriculum materials and faculty growth opportunities relevant to sexual orientation, gender identity and expression, and the experiences of individuals who are gay, lesbian, bisexual, transgender, or two-spirit.
- The [Commission on Educational Policy](#) identifies pedagogical concerns in social work education, reviews current CSWE programs related to educational policy and planning, and periodically writes a statement of social work curriculum policy that is used to formulate CSWE's accreditation standards.
 - The [Council on Field Education](#) collaborates with the professional community to improve the quality of field programs, provides support for field directors and educators, and produces and disseminates relevant knowledge.

- The [Council on Practice Methods and Specializations](#) recommends strategies and cultivates relationships with professional agencies and individuals to increase practitioner participation in CSWE and addresses issues relevant to the preparation of students for social work practice.
- The [Commission on Global Social Work Education](#) works with other international organizations to promote international programs and projects and to develop the international dimension of the social work curricula.
 - The [Council on Global Social Issues](#) provides international visibility for the social work profession and promotes collaborative activities with international organizations.
 - The [Council on Global Learning and Practice](#) promotes the development of social workers competent in international practice.
- The [Commission on Membership and Professional Development](#) seeks to maximize educational outcomes in the form of highly competent social work graduates through approaching professional development with a spirit of creative inquiry that promotes inclusion and unity among social work educators.
 - The [Council on Conferences and Faculty Development](#) is responsible for policy-setting and programming related to the [Annual Program Meeting](#).
 - The [Council on Leadership Development](#) initiates programs and services related to the development of leaders in social work education.
 - The [Council on Publications](#) serves as the policy-making body with respect to publications and as an editorial board in acquiring publication ideas and assessing the viability of publication proposals.
- The [Commission on Research](#) is the focal point for educational research in CSWE.
- The [National Nominating Committee](#) prepares the double slate of nominees for officers, members of the Board of Directors, and members of the National Nominating Committee.

Educational Policy 1.0—Program Mission and Goals

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

Values

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

Program Context

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

Accreditation Standard 1.0—Program Mission and Goals

- 1.1.1** The program submits its mission statement and explains how it is consistent with the profession’s purpose and values.
- 1.1.2** The program explains how its mission is consistent with the institutional mission and the program’s context across all program options.
- 1.1.3** The program identifies its goals and demonstrates how they are derived from the program’s mission.



Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work.

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

Educational Policy 2.0—Generalist Practice

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identified with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

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

Accreditation Standard B2.0—Generalist Practice

- B2.0.1** The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0.
- B2.0.2** The program provides a rationale for its formal curriculum design demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and fi
- B2.0.3** The program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.

Accreditation Standard M2.0—Generalist Practice

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

Educational Policy M2.1—Specialized Practice

Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within

an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.

Accreditation Standard M2.1—Specialized Practice

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

Educational Policy 2.2—Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Accreditation Standard 2.2—Field Education

- 2.2.1** The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.
- B2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.2** The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.
- M2.2.3** The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.
- 2.2.4** The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.
- 2.2.5** The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master’s programs.
- 2.2.6** The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program’s specified criteria.

- 2.2.7** The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.
- 2.2.8** The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.
- B2.2.9** The program describes how its field education program specific the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program and have 2 years post-social work degree practice experience in social work. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- M2.2.9** The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.
- 2.2.10** The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.
- 2.2.11** The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.

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

Educational Policy 3.0—Diversity

The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.

Accreditation Standard 3.0—Diversity

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

Educational Policy 3.1—Student Development

Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development.

To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.

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

Admissions

B3.1.1 The program identifies the criteria it uses for admission to the social work program.

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

Advisement, retention, and termination

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

Student participation

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

Educational Policy 3.2—Faculty

Faculty qualified including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program’s mission and goals, are essential for

developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program’s faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.

Accreditation Standard 3.2—Faculty

- 3.2.1** The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.
- 3.2.2** The program documents that faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least 2 years of post–master’s social work degree practice experience.
- 3.2.3** The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master’s programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and field number of program options; class size; number of students; advising; and the faculty’s teaching, scholarly, and service responsibilities.

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

- B3.2.4** The baccalaureate social work program identified no fewer than two full-time faculty assigned to the baccalaureate program, with full-time appointment in social work, and whose principal assignment is to the baccalaureate program. The majority of the total full-time baccalaureate social work program faculty has a master’s degree in social work from a CSWE-accredited program, with a doctoral degree preferred.
- M3.2.4** The master’s social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a master’s degree in social work and a doctoral degree, preferably in social work.
- 3.2.5** The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.
- 3.2.6** Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.
- 3.2.7** The program demonstrates how its faculty models the behavior and values of the profession in the program’s educational environment.

Educational Policy 3.3—Administrative and Governance Structure

Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program’s mission and goals. In recognition of the importance of field education as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating field education across all program options.

Accreditation Standard 3.3—Administrative Structure

- 3.3.1** The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.
- 3.3.2** The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.
- 3.3.3** The program describes how the administration and faculty of the social work program

participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.

3.3.4 The program identified the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.

B3.3.4(a) The program describes the baccalaureate program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program with a doctoral degree in social work preferred.

B3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work baccalaureate program.

B3.3.4(c) The program describes the procedures for calculating the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 25% assigned time is required at the baccalaureate level. The program discusses that this time is sufficient.

M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the master's program director have a doctoral degree, preferably in social work.

M3.3.4(b) The program provides documentation that the director has a full-time appointment to the social work master's program.

M3.3.4(c) The program describes the procedures for determining the program director's assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions specific to responsibilities of the social work program, a minimum of 50% assigned time is required at the master's level. The program demonstrates this time is sufficient.

3.3.5 The program identifies the field education director.

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

B3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-baccalaureate or post-master's social work degree practice experience.

M3.3.5(b) The program documents that the field education director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.

B3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program, at least 25% assigned time is required for baccalaureate programs. The program demonstrates this time is sufficient.

M3.3.5(c) The program describes the procedures for calculating the field director's assigned time to provide educational and administrative leadership for field education. To carry out the administrative functions of the field education program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.

3.3.6 The program describes its administrative structure for field education and explains how its resources (personnel, time and technological support) are sufficient to administer its field education program to meet its mission and goals.

Educational Policy 3.4—Resources

Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program's mission and goals and to support learning and professionalization of students and program improvement.

Accreditation Standard 3.4—Resources

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

resources are sufficient and stable to achieve its mission and goals.

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

Educational Policy 4.0—Assessment of Student Learning Outcomes

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

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multi-dimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies.

Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

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

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

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

Accreditation Standard 4.0—Assessment

- 4.1.1** The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice

(master's social work programs). Assessment of competence is done by program designated faculty or field personnel. The plan includes:

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

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

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

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

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